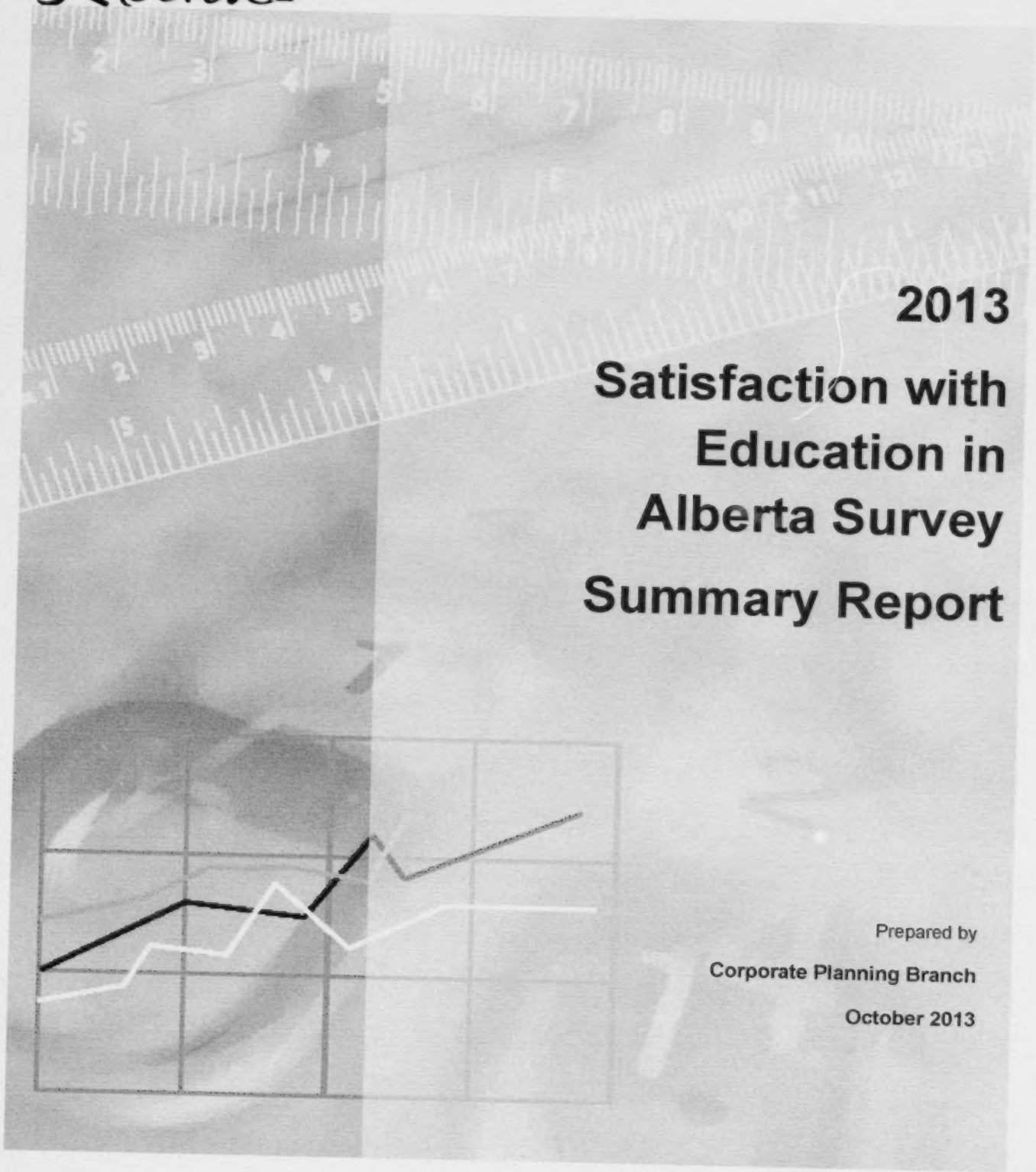
Alberta



2013 Satisfaction with Education in Alberta Survey

Summary Report

Prepared by

Corporate Planning Branch

October 2013

For more information contact:

Performance Measurement and Reporting Unit
Corporate Planning Branch
Strategic Services Division
Alberta Education
9th Floor, Commerce Place
10155 – 102 Street
Edmonton, AB T5J 4L5

Telephone: (780) 427-3748
Email: performance_reporting.education@gov.ab.ca

To be connected toll-free dial 310-0000.

Copyright © 2013, the Crown in Right of the Province of Alberta as represented by the Minister of Education.

Permission is hereby given by the copyright owner for any person to reproduce this document for educational purposes and on a non-profit basis.

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Corporate Planning Branch.
2013 Satisfaction with education in Alberta survey: summary report/prepared by Corporate Planning Branch.

ISBN 978-1-4601-1193-2 (Print)
ISBN 978-1-4601-1194-9 (Online)

Available online: http://education.alberta.ca/admin/resources/satisfaction.aspx

Contents

Executive Summary i

Meeting the Needs of Students 1

Quality of Education 1

Quality of Teaching 2

Core Subjects 3

Learning Opportunities at School 5

Social and Learning Environment at Schools 8

Student Engagement in Learning at Schools 15

Preparation of Students 19

Preparation for Lifelong Learning 19

Preparation for the Workforce 22

Communication and Involvement 31

Parental Involvement in Decision Making 31

Communication with the Public 37

Leadership and Continuous Improvement 38

Improvement in Quality of Education 38

Leadership 41

Value for Money 46

First Nations, Métis and Inuit (FNMI) Results 47

Appendix – Research Background and Methodology 74

Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of students in the K–12 education system, parents of students with severe special needs, teachers in the K–12 system, school board trustees, superintendents, principals, self-identified Aboriginal high school students, parents of self-identified Aboriginal students, and the general public. Administration of the superintendent survey and principal survey is done in alternate years with the principal survey being administered in 2013. The surveys were conducted by CCI Research Inc. from mid January to early March 2013.

The main objectives of this study were to determine stakeholders' satisfaction with:

- Alberta's education system meeting the needs of students, society, and the economy,
- The preparation of students for lifelong learning, employment and citizenship,
- Communication and stakeholder involvement in Alberta's education system, and
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to business plan measures.

Key Findings

- All the principals (100%) and a high proportion of students (99%), school board trustees (97%), teachers (96%), parents (K–12: 90%, severe special needs: 84%), and the public (77%) were satisfied with the quality of education at schools.
- A high proportion of principals (99%), teachers (97%), school board trustees (97%), students (95%), and parents (K–12: 87%, severe special needs: 89%) were satisfied with the quality of teaching at schools.
- A high proportion of students, parents (K–12), teachers, school board trustees, and principals indicated that they were satisfied with the variety of courses available to students (82% to 93%) and opportunities to learn about specific topics such as art, computers, health, another language, and physical education (70% to 97%). However, satisfaction with the opportunity to learn about music was low among school board trustees (69%) compared to other respondent groups (82% to 86%); satisfaction with the opportunity to learn about drama was low among teachers (69%), principals (69%) and school board trustees (69%) compared to other respondent groups (79% to 82%). Similarly, satisfaction with the opportunity to learn about career education was low among teachers (57%), principals (64%), and parents (Grade 7–12: 65%), compared to other respondent groups (70% to 86%).
- Students, parents, teachers, school board trustees, and principals had varying

perceptions (a range of 52% to 100%) about various aspects of the social and learning environment at schools.

- A high proportion of teachers (92%) and parents (Grade 7–12: 75%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. However, a relatively lower proportion of these respondent groups (parents: 62%, teachers: 68%) and the public (56%) were satisfied that high school students demonstrate these skills. A high proportion of students (95%) were satisfied that they have these skills.
- A high proportion of principals (96%), teachers (87%), school board trustees (81%), and parents (Grade 7–12: 72%) and a lower proportion of the public (48%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (46%) and parent (Grade 7–12: 55%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (78% to 96%).
- A high proportion of principals (96%), school board trustees (93%), teachers (92%), and parents (K–12: 79%, severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school.
- A low proportion of teachers (37%), parents (K–12: 50%, severe special needs: 59%), the public (42%), school board trustees (69%, an increase from 2011), and principals (63%) were satisfied that their input into the education of students is considered by Alberta Education.
- In general, a low proportion of the public (48%), parents (K–12: 57%, severe special *n*eeds: 56%), teachers (59%), school board trustees (67%, an increase from 2009, 2010 and 2011), and about two-thirds of principals (65%) agreed that Alberta's education system communicates effectively with the public.
- A high proportion of school board trustees (91%), principals (89%), and a relatively lower proportion of teachers (79%) and parents (Grade 3–12: 76%, severe special needs: 69%) indicated that the quality of education at schools has improved or stayed the same in the past three years. Similarly, a high proportion of school board trustees (84%) and principals (83%) and a relatively lower proportion of parents (Grade 3–12: 68%) and teachers (63%, a decrease from 2009) indicated that the quality of the Alberta K–12 system in general has improved or stayed same in the past three years.
- A high proportion of parents and teachers agreed that leadership at the school (K–12 parents: 87%, severe special needs parents: 85%, teachers: 85%) and leadership at the jurisdiction (K–12 parents: 82%, teachers: 78%) effectively supports and facilitates teaching and learning. About three-quarters of school board trustees (76%) and a lower proportion of the public (50%), teachers (53%), principals (55%), and parents (K–12: 58%) agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.

- A high proportion of principals (97%), school board trustees (91%), teachers (88%) and parents (K–12: 78%, severe special needs: 79%) and about six in ten members of the public (59%) were satisfied that they are receiving value for money spent in schools.
- A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (91%) were satisfied with the quality of education at schools. Similarly, a high proportion of these respondent groups (students: 93%, parents: 85%) were satisfied with the quality of teaching at schools.
- Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions (a range of 54% to 97%) about various aspects of the social and learning environment at schools.
- About seven in ten parents of self-identified Aboriginal students (Grade 7-12: 73%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was lower (59%).
- About eight in ten parents of self-identified Aboriginal students (78%) were satisfied with the opportunity for parental involvement in decisions at school.
- About half of parents of self-identified Aboriginal students (56%) were satisfied that their input into the education of students is considered by Alberta Education.

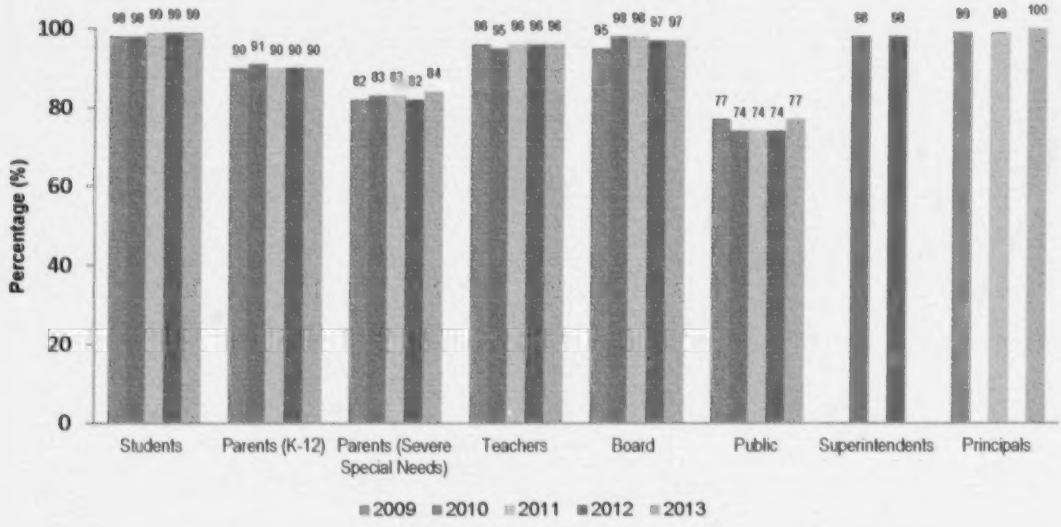
Meeting the Needs of Students

Quality of Education

A high proportion of students, parents, teachers, school board trustees, and principals were satisfied with the quality of education.

All the principals (100%) and a high proportion of students (99%), school board trustees (97%), teachers (96%), and parents (K–12: 90%, severe special needs: 84%) surveyed were satisfied with the quality of basic education at schools. More than three-quarters of the public (77%) were also satisfied with the quality of basic education at schools. Public satisfaction although relatively low is similar to previous results.

Chart 1: Satisfaction with Quality of Education



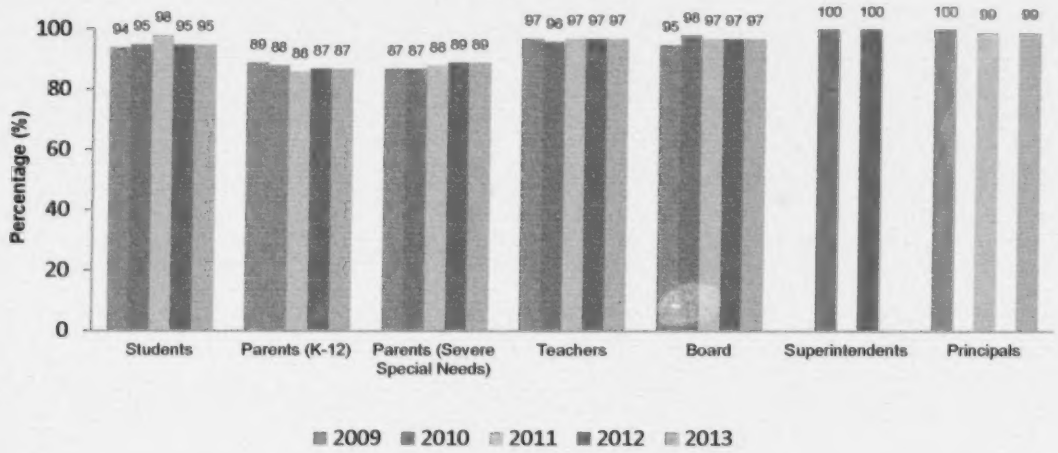
Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, school board trustees, and principals expressed a high degree of satisfaction with the quality of teaching at schools.

A high proportion of principals (99%), teachers (97%), school board trustees (97%), students (95%), and parents (K–12: 87%, severe special needs: 89%) were satisfied with the quality of teaching at schools.

Chart 2: Satisfaction with Quality of Teaching



Core Subjects

A high proportion of parents of K–12 students, teachers, school board trustees, and principals agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, school board trustees, principals, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of principals (89% to 96%), school board trustees (84% to 94%), teachers (80% to 91%), and parents of K–12 students (76% to 86%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement (64% to 81%) on these core subject areas was relatively lower compared to other respondent groups. Parents of students with severe special needs' level of agreement was also relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in mathematics (66%), writing (66%), and reading (74%). Note that parents of students with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority of students agreed that they were improving in these core subject areas (87% to 93%).

The level of agreement on core subject areas has remained relatively stable over time for all respondent groups except for the public. Public agreement about the curriculum focusing on what students need to learn in writing (64%) has decreased compared to the 2009 and 2012 results.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

Core Subject Areas	Year	Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Reading	2009	92%	88%	77%	90%	92%	82%	–	96%
	2010	93%	90%	75%	92%	93%	77%	98%	–
	2011	94%	88%	74%	89%	91%	79%	–	95%
	2012	92%	85%	73%	89%	93%	81%	95%	–
	2013	92%	86%	74%	91%	94%	81%	–	96%
Writing	2009	94%	83%	70%	89%	85%	73%	–	96%
	2010	95%	83%	71%	90%	83%	70%	98%	–
	2011	94%	81%	68%	87%	84%	70%	–	95%
	2012	96%	78%	67%	88%	84%	72%	90%	–
	2013	93%	76%	66%	88%	86%	64%	–	96%
Mathematics	2009	91%	85%	66%	85%	80%	77%	–	89%
	2010	92%	83%	69%	86%	86%	74%	85%	–
	2011	90%	82%	67%	85%	82%	78%	–	93%
	2012	89%	81%	63%	82%	83%	78%	80%	–
	2013	87%	82%	66%	84%	86%	75%	–	92%
Science	2009	93%	89%	–	89%	91%	82%	–	94%
	2010	92%	88%	–	87%	91%	81%	92%	–
	2011	92%	89%	–	88%	90%	81%	–	93%
	2012	93%	88%	–	87%	90%	84%	85%	–
	2013	93%	86%	–	89%	93%	80%	–	93%
Social Studies	2009	89%	82%	–	83%	86%	75%	–	89%
	2010	91%	82%	–	78%	84%	73%	91%	–
	2011	89%	82%	–	79%	82%	74%	–	88%
	2012	90%	81%	–	79%	84%	76%	87%	–
	2013	88%	82%	–	80%	84%	73%	–	89%

Learning Opportunities at School

A high proportion of students, parents, teachers, school board trustees, and principals were satisfied with the learning opportunities available at their school.

Students, parents (K–12), teachers, school board trustees, and principals were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, career education, and physical education). Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (82% to 93%), opportunities to learn about art (75% to 92%), opportunities to learn about computers (83% to 96%), opportunities to learn about health (80% to 95%), opportunities to learn about another language (70% to 82%), and the opportunity to participate in physical education (88% to 97%).

Satisfaction with the opportunity to learn about music was low among school board trustees (69%) compared to principals (86%), teachers (85%), parents (83%), and students (82%). Satisfaction with the opportunity to learn about drama was low among teachers (69%), principals (69%) and school board trustees (69%) compared to students (82%) and parents (79%). Satisfaction with the opportunity to learn about career education was low among teachers (57%), principals (64%) and parents (Grade 7–12: 65%) compared to school board trustees (70%) and students (86%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students, school board trustees and principals. Parents' satisfaction with students' opportunities to learn about drama (79%) and career education (65%) has increased compared to the results of 2009. Note that in 2010, 2011, 2012 and 2013 parent survey, these questions were asked only to parents of students in grades 7–12 whereas in previous year these were asked to all parents (K–12). Caution is required in comparing results across years. Teachers' satisfaction with opportunities for students to learn about drama (69%) has increased compared to the 2012 result.

Table 2: Satisfaction with Learning Opportunities at School

(continued on next page)

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2009	91%	86%	90%	80%	–	91%
	2010	91%	85%	89%	84%	94%	–
	2011	90%	85%	90%	85%	–	95%
	2012	90%	85%	89%	84%	85%	–
	2013	91%	87%	93%	82%	–	93%
Opportunities to learn about music	2009	81%	80%	82%	69%	–	83%
	2010	79%	80%	84%	74%	80%	–
	2011	77%	82%	85%	71%	–	85%
	2012	83%	82%	82%	68%	72%	–
	2013	82%	83%	85%	69%	–	86%
Opportunities to learn about drama	2009	84%	59%	63%	67%	–	70%
	2010	81%	75%	66%	71%	77%	–
	2011	80%	72%	64%	70%	–	71%
	2012	83%	73%	60%	67%	73%	–
	2013	82%	79%	69%	69%	–	69%
Opportunities to learn about art	2009	88%	84%	86%	77%	–	91%
	2010	85%	83%	87%	79%	88%	–
	2011	86%	84%	87%	77%	–	91%
	2012	89%	84%	87%	73%	82%	–
	2013	90%	87%	88%	75%	–	92%
Opportunities to learn about computers	2009	88%	85%	85%	94%	–	90%
	2010	85%	85%	86%	97%	97%	–
	2011	85%	85%	86%	96%	–	91%
	2012	85%	82%	87%	97%	95%	–
	2013	83%	86%	85%	96%	–	88%
Opportunities to learn about health	2009	74%	88%	84%	91%	–	97%
	2010	73%	87%	88%	90%	97%	–
	2011	76%	86%	85%	92%	–	97%
	2012	77%	84%	87%	90%	92%	–
	2013	80%	86%	87%	90%	–	95%
Opportunities to learn another language	2009	84%	67%	78%	68%	–	78%
	2010	83%	71%	78%	69%	72%	–
	2011	81%	69%	78%	71%	–	82%
	2012	81%	70%	72%	73%	68%	–
	2013	81%	70%	76%	71%	–	82%

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Opportunities to learn about career education	2009	88%	45%	57%	71%	—	63%
	2010	89%	59%	58%	74%	83%	—
	2011	87%	62%	57%	74%	—	69%
	2012	87%	61%	53%	69%	67%	--
	2013	86%	65%	57%	70%	—	64%
Opportunities to participate in physical education	2009	97%	87%	93%	90%	—	97%
	2010	98%	88%	93%	88%	94%	—
	2011	97%	89%	92%	93%	—	98%
	2012	97%	86%	92%	90%	92%	—
	2013	97%	88%	93%	90%	—	96%

Social and Learning Environment at Schools

Students, parents, teachers, school board trustees, and principals held varying perceptions about aspects of the social and learning environment at schools.

Students, parents, teachers, school board trustees, and principals were asked to rate their agreement with a series of statements about the social and learning environment at schools. Overall, in 2013, the majority of respondents across groups agreed/satisfied that:

- Students find school work interesting (76% to 98%),
- Students find school work challenging (75% to 98%),
- Students clearly understand what they are expected to learn at school (62% to 98%),
- Students feel safe at school (91% to 100%),
- Students feel safe on the way to and from school (84% to 96%),
- Teachers care about students (91% to 100%),
- Teachers are knowledgeable about the subjects they teach (students: 97%),
- At school students treat each other well (79% to 98%),
- Students are treated fairly by adults at school (89% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (75% to 95%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (71% to 100%),
- At school students help each other (79% to 100%),
- At school students respect each other (76% to 99%),
- There is mutual respect between teachers and students at school (84% to 97%),
- There is mutual trust between teachers and students at school (83% to 97%),
- It is easy to get help with school work at school if needed (74% to 94%),
- Students can get help at school with problems that are not related to school work (70% to 91%),
- When needed teachers at school are available to help students (85% to 100%),
- Students respect the diversity among people (86% to 93%),
- Students take responsibility for their actions (75% to 86%),
- Students volunteer for activities that help others (78% to 92%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (75% to 93%),
- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (74% to 89%),

- School promotes physical activity, health and wellness (91% to 99%),
- Students are learning about how to stay healthy (79% to 99%),
- Students have healthy food choices in the school cafeteria, canteen and vending machines (52% to 77%),
- The gym and playground at school meet the daily physical activity needs of students (71% to 88%),
- Schools are contributing to students' development of intellectual skills (78% to 95%),
- Schools are contributing to students' development of social skills (82% to 93%),
- School are contributing to students' development of physical abilities (82% to 92%),
- Schools are contributing to students' development of emotional well-being (77% to 90%),
- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (59% to 87%),
- Experience at school is contributing to students' growth in developing clear career goals (students: 84%), and
- Subjects learned at school have practical applications in the real world (students: 79%; parents: 85%).

The level of agreement on the statements related to social and learning environment at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Students' agreement that students are encouraged to get involved in global issues, such as the environment (74%) has decreased compared to the 2010 result and agreement that students have healthy food choices in the school cafeteria, canteen and vending machines (75%) has increased compared to the 2010 result. Parents' agreement (79%) that students are encouraged to get involved in global issues, such as the environment, has decreased compared to the 2010 result.

Table 3: Social and Learning Environment at Schools

(continued on next four pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
School work is interesting	2009	82%	80%	75%	92%	89%	–	98%
	2010	81%	77%	70%	92%	90%	95%	–
	2011	81%	77%	75%	92%	90%	–	96%
	2012	83%	76%	73%	95%	90%	98%	–
	2013	81%	77%	76%	94%	87%	–	98%
School work is challenging	2009	85%	74%	80%	96%	92%	–	98%
	2010	86%	75%	82%	95%	94%	98%	–
	2011	87%	72%	81%	96%	92%	–	97%
	2012	87%	73%	83%	96%	93%	97%	–
	2013	86%	75%	78%	96%	90%	–	98%
Students clearly understand what they are expected to learn at school	2009	92%	83%	65%	92%	86%	–	96%
	2010	89%	80%	59%	94%	87%	98%	–
	2011	92%	80%	65%	91%	88%	–	95%
	2012	90%	78%	62%	94%	85%	97%	–
	2013	90%	82%	62%	95%	89%	–	98%
Students feel safe at school	2009	95%	91%	89%	98%	96%	–	99%
	2010	97%	93%	89%	98%	99%	100%	–
	2011	96%	93%	92%	98%	99%	–	99%
	2012	97%	93%	90%	98%	98%	100%	–
	2013	97%	92%	91%	98%	99%	–	100%
Students feel safe on the way to and from school	2009	96%	89%	93%	82%	95%	–	92%
	2010	97%	89%	92%	84%	96%	97%	–
	2011	96%	89%	91%	80%	95%	–	93%
	2012	96%	92%	92%	84%	95%	97%	–
	2013	96%	90%	92%	84%	94%	–	95%
Teachers care about students	2009	94%	91%	94%	100%	96%	–	100%
	2010	93%	92%	92%	99%	99%	100%	–
	2011	94%	90%	95%	100%	98%	–	100%
	2012	94%	92%	94%	99%	99%	100%	–
	2013	95%	91%	95%	100%	98%	–	100%
Teachers are knowledgeable about the subjects they teach	2009	94%	–	–	–	–	–	–
	2010	94%	–	–	–	–	–	–
	2011	95%	–	–	–	–	–	–
	2012	95%	–	–	–	–	–	–
	2013	97%	–	–		–	–	

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
At school students treat each other well	2009	96%	79%	–	93%	91%	–	99%
	2010	96%	79%	–	94%	93%	100%	–
	2011	94%	80%	–	93%	94%	–	97%
	2012	96%	82%	–	94%	92%	98%	–
	2013	95%	79%	–	94%	92%	–	98%
Students are treated fairly by adults at school	2009	91%	90%	89%	99%	97%	–	100%
	2010	91%	90%	88%	98%	96%	100%	–
	2011	92%	89%	90%	99%	97%	–	100%
	2012	93%	89%	90%	99%	95%	100%	–
	2013	91%	89%	91%	99%	95%	–	100%
At school students are encouraged to get involved in activities... in the community	2009	74%	75%	–	88%	90%	–	95%
	2010	77%	78%	–	88%	93%	97%	–
	2011	76%	75%	–	86%	92%	–	94%
	2012	75%	78%	–	89%	91%	95%	–
	2013	75%	79%	–	91%	92%	–	95%
At school students are encouraged to try their best	2009	96%	91%	95%	98%	100%	–	100%
	2010	96%	91%	93%	99%	99%	100%	–
	2011	97%	91%	95%	99%	98%	–	100%
	2012	96%	91%	92%	98%	99%	100%	–
	2013	96%	91%	94%	98%	98%	–	100%
At school students follow the rules	2009	66%	80%	81%	92%	95%	–	99%
	2010	70%	80%	77%	91%	96%	100%	–
	2011	69%	81%	77%	91%	98%	–	98%
	2012	71%	82%	79%	93%	94%	98%	–
	2013	71%	81%	81%	92%	96%	–	100%
At school students help each other	2009	82%	84%	81%	96%	95%	–	99%
	2010	84%	82%	79%	97%	95%	100%	–
	2011	83%	85%	80%	97%	97%	–	99%
	2012	84%	85%	80%	97%	94%	100%	–
	2013	87%	86%	79%	97%	95%	–	100%
At school students respect each other	2009	79%	79%	80%	91%	94%	–	98%
	2010	80%	78%	78%	92%	94%	100%	–
	2011	76%	80%	78%	92%	95%	–	97%
	2012	80%	80%	78%	93%	94%	98%	–
	2013	80%	79%	76%	93%	94%	–	99%

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
There is mutual respect between teachers and students at school	2009	87%	89%	91%	95%	–	–	–
	2010	88%	88%	87%	97%	–	–	–
	2011	88%	87%	90%	97%	–	–	–
	2012	90%	90%	89%	98%	–	–	–
	2013	84%	89%	90%	97%	–	–	–
There is mutual trust between teachers and students at school	2009	85%	87%	89%	96%	–	–	–
	2010	84%	87%	86%	97%	–	–	–
	2011	82%	87%	89%	97%	–	–	–
	2012	88%	90%	89%	98%	–	–	–
	2013	83%	90%	89%	97%	–	–	–
It is easy to get help with school work at school if needed	2009	92%	73%	–	82%	86%	–	92%
	2010	93%	73%	–	85%	87%	94%	–
	2011	92%	70%	–	86%	83%	–	92%
	2012	92%	73%	–	87%	81%	90%	–
	2013	92%	74%	–	88%	84%	–	94%
Students can get help at school with problems that are not related to school work	2009	85%	71%	–	91%	78%	–	91%
	2010	84%	70%	–	87%	80%	91%	–
	2011	83%	70%	–	90%	76%	–	90%
	2012	83%	73%	–	90%	77%	88%	–
	2013	84%	70%	–	90%	80%	–	91%
When needed, teachers at school are available to help students	2009	93%	87%	–	98%	92%	–	100%
	2010	94%	84%	–	98%	99%	98%	–
	2011	94%	86%	–	98%	92%	–	100%
	2012	93%	86%	–	97%	90%	98%	–
	2013	94%	85%	–	98%	94%	–	100%
Students respect the diversity among people	2009	88%	86%	–	89%	–	–	–
	2010	89%	87%	–	93%	–	–	–
	2011	87%	87%	–	93%	–	–	–
	2012	89%	86%	–	92%	–	–	–
	2013	87%	86%	–	93%			
Students take responsibility for their actions	2009	72%	78%	–	85%	–	–	–
	2010	74%	80%	–	86%	–	–	–
	2011	74%	80%	–	86%	–	–	–
	2012	77%	77%	–	87%	–	–	–
	2013	75%	79%	–	86%			

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students volunteer for activities that help others	2009	74%	80%	–	89%	–	–	–
	2010	74%	82%	–	91%	–	–	–
	2011	75%	79%	–	88%	–	–	–
	2012	74%	79%	–	90%	–	–	–
	2013	78%	80%	–	92%			
Students are encouraged to participate in school services, such as...	2009	74%	83%	–	93%	–	–	–
	2010	78%	81%	–	92%	–	–	–
	2011	76%	81%	–	91%	–	–	–
	2012	77%	81%	–	90%	–	–	–
	2013	75%	83%	–	93%			
Students are encouraged to get involved in global issues, such as the environment, ...	2009	75%	78%	–	85%	–	–	–
	2010	83%	87%	–	92%	–	–	–
	2011	75%	80%	–	87%	–	–	–
	2012	77%	78%	–	88%	–	–	–
	2013	74%	79%	–	89%			
Schools promote physical activity, health and wellness	2009	–	–	–	–	–	–	–
	2010	95%	91%	–	96%	93%	97%	–
	2011	93%	90%	–	94%	94%	–	100%
	2012	92%	91%	–	96%	94%	98%	–
	2013	91%	92%	–	96%	94%	–	99%
Students are learning about how to stay healthy	2009	–	–	–	–	–	–	–
	2010	83%	88%	–	94%	94%	98%	–
	2011	85%	86%	–	92%	93%	–	99%
	2012	83%	88%	–	94%	92%	97%	–
	2013	79%	88%	–	92%	91%	–	99%
Students have healthy food choices in the school cafeteria, canteen and vending machines	2009	–	–	–	–	–	–	–
	2010	66%	46%	–	52%	79%	88%	–
	2011	61%	52%	–	52%	79%	–	64%
	2012	74%	51%	–	57%	74%	78%	–
	2013	75%	52%	–	57%	77%	–	56%
The gym and playground at school meet the daily physical activity needs of students	2009	–	–	–	–	–	–	–
	2010	91%	80%	–	74%	71%	66%	–
	2011	87%	83%	–	73%	67%	–	76%
	2012	87%	83%	–	74%	69%	60%	–
	2013	88%	85%	–	74%	71%	–	78%

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Schools are contributing to students' development of intellectual skills	2009	96%	79%	–	91%	87%	–	89%
	2010	94%	75%	–	95%	86%	94%	–
	2011	95%	73%	–	93%	84%	–	94%
	2012	93%	76%	–	94%	83%	92%	–
	2013	94%	78%	–	95%	88%	–	94%
Schools are contributing to students' development of social skills	2009	92%	78%	–	85%	81%	–	81%
	2010	91%	81%	–	93%	81%	86%	–
	2011	93%	75%	–	89%	80%	–	87%
	2012	88%	82%	–	92%	78%	90%	–
	2013	91%	82%	–	93%	84%	–	91%
Schools are contributing to students' development of physical abilities	2009	90%	81%	–	93%	83%	–	92%
	2010	93%	82%	–	91%	83%	88%	–
	2011	92%	81%	–	92%	82%	–	89%
	2012	90%	81%	–	94%	86%	93%	–
	2013	91%	87%	–	92%	82%	–	91%
Schools are contributing to students' development of emotional well-being	2009	88%	78%	–	76%	75%	–	70%
	2010	86%	74%	–	90%	78%	68%	–
	2011	88%	74%	–	89%	72%	–	74%
	2012	86%	79%	–	89%	73%	77%	–
	2013	88%	79%	–	90%	78%	–	77%
Students reporting at least one day of physical activity (at least 30 minutes) at school ...	2009	–	–	–	–	–	–	–
	2010	63%	–	–	92%	–	–	–
	2011	62%	–	–	86%	–	–	–
	2012	58%	–	–	90%	–	–	–
	2013	59%	–	–	87%	–	–	–
Experience at school is contributing to students' growth in developing clear career goals	2009	87%	–	–	–	–	–	–
	2010	89%	–	–	–	–	–	–
	2011	88%	–	–	–	–	–	–
	2012	88%	–	–	–	–	–	–
	2013	84%	–	–		–	–	–
Subjects learned at school have practical applications in the real world	2009	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–
	2012	81%	84%	–	–	–	–	–
	2013	79%	85%	–	–	–	–	–

Student Engagement in Learning at Schools

Students, parents, teachers, school board trustees, and principals held varying perceptions about aspects of student engagement in learning at schools.

Students, parents, teachers, school board trustees, and principals were asked to rate their agreement with a series of statements (where applicable) about student engagement at schools. Overall, in 2013, the majority of respondents (across groups where applicable) agreed that:

- Students are proud of their school (students: 90%),
- Students have a voice in decisions made at their school (students: 70%),
- Students arrive at school ready to learn (73% to 95%),
- Teachers give students the individual attention they require (77% to 95%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 57%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 63%),
- Students asked questions in class or contributed to class discussions (students: 69%),
- Students have the opportunity to take part in classroom discussions and activities (96% to 100%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 76%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 92%),
- Students get recognized for the positive things they do at school (83% to 100%),
- Students are encouraged to express their opinions and engage in an exchange of ideas (93% to 99%),
- Missed school other than for illness (less than 4 times during the school year) (students: 66%),
- Students thought about dropping out of school (never) (students: 89%),
- Students are able to learn in a way that best suits their learning styles (73% to 88%),
- Students get the help/support they need to do well/be successful in school (73% to 92%),
- School is helping struggling students keep up in their studies (parents: 68%; students: 85%), and
- Teachers help students achieve learning expectations (91% to 100%).

Table 4: Student Engagement in Learning at Schools

(continued on next two pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students are proud of their school	2009	86%	—	—	—	—	—	—
	2010	90%	—	—	—	—	—	—
	2011	90%	—	—	—	—	—	—
	2012	90%	—	—	—	—	—	—
	2013	90%	—	—	—	—	—	—
Students have a voice in decisions made at their school	2009	71%	—	—	—	—	—	—
	2010	74%	—	—	—	—	—	—
	2011	73%	—	—	—	—	—	—
	2012	73%	—	—	—	—	—	—
	2013	70%	—	—	—	—	—	—
Students arrive at school ready to learn	2009	69%	95%	89%	78%	89%	—	89%
	2010	74%	94%	88%	81%	87%	83%	—
	2011	71%	95%	88%	80%	86%	—	86%
	2012	75%	95%	90%	81%	87%	90%	—
	2013	73%	95%	89%	81%	89%	—	89%
Teachers give students the individual attention they require	2009	84%	79%	—	84%	79%	—	94%
	2010	85%	75%	—	85%	87%	91%	—
	2011	85%	80%	—	81%	81%	—	95%
	2012	79%	75%	—	75%	79%	93%	—
	2013	86%	77%	—	81%	81%	—	95%
Hours spent outside of class studying and doing assignments (more than 3 per week)	2009	57%	—	—	—	—	—	—
	2010	57%	—	—	—	—	—	—
	2011	55%	—	—	—	—	—	—
	2012	60%	—	—	—	—	—	—
	2013	57%	—	—	—	—	—	—
Students enjoyed completing a task that required a lot of thinking or mental effort	2009	65%	—	—	—	—	—	—
	2010	60%	—	—	—	—	—	—
	2011	61%	—	—	—	—	—	—
	2012	63%	—	—	—	—	—	—
	2013	63%	—	—	—	—	—	—
Students asked questions in class or contributed to class discussions	2009	74%	—	—	—	—	—	—
	2010	71%	—	—	—	—	—	—
	2011	71%	—	—	—	—	—	—
	2012	71%	—	—	—	—	—	—
	2013	69%	—	—	—	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students have the opportunity to take part in classroom discussions and activities	2009	–	–	–	–	–	–	–
	2010	99%	–	–	99%	–	98%	–
	2011	98%	–	–	100%	98%	–	99%
	2012	98%	–	–	100%	95%	98%	–
	2013	98%	–	–	99%	96%	–	100%
Class work has emphasized understanding information and explaining ideas in their own words	2009	69%	–	–	–	–	–	–
	2010	73%	–	–	–	–	–	–
	2011	70%	–	–	–	–	–	–
	2012	73%	–	–	–	–	–	–
	2013	76%	–	–	–	–	–	–
Experience at school is contributing to students' growth in thinking deeply and critically	2009	93%	–	–	–	–	–	–
	2010	94%	–	–	–	–	–	–
	2011	93%	–	–	–	–	–	–
	2012	91%	–	–	–	–	–	–
	2013	92%	–	–	–	–	–	–
Students get recognized for the positive things they do at school	2009	–	–	–	–	–	–	–
	2010	83%	–	–	98%	–	98%	–
	2011	83%	–	–	97%	97%	–	99%
	2012	84%	–	–	97%	98%	100%	–
	2013	83%	–		97%	97%	–	100%
Students are encouraged to express their opinions and engage in an exchange of ideas	2009	–	–	–	–	–	–	–
	2010	–	–	–	98%	–	95%	–
	2011	–	–	–	98%	93%	–	100%
	2012	–	–	–	98%	93%	97%	–
	2013	–		–	98%	93%	–	99%
Students missed school other than for illness (less than 4 times during the school year)	2009	57%	–	–	–	–	–	–
	2010	59%	–	–	–	–	–	–
	2011	65%	–	–	–	–	–	–
	2012	65%	–	–	–	–	–	–
	2013	66%	–	–	–	–	–	–
Students thought about dropping out of school (never)	2009	86%	–	–	–	–	–	–
	2010	86%	–	–	–	–	–	–
	2011	88%	–	–	–	–	–	–
	2012	87%	–	–	–	–	–	–
	2013	89%	–	–	–	–	–	–

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students are able to learn in a way that best suits their learning style	2009	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–
	2012	80%	73%	–	86%	–	–	–
	2013	86%	73%	73%	88%	–	–	–
Students get the help/support they need to do well/be successful in school	2009	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–
	2012	95%	81%	–	87%	–	–	–
	2013	92%	82%	73%	88%	–	–	–
School is helping struggling students keep up in their studies	2009	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–
	2012	88%	63%	–	–	–	–	–
	2013	85%	68%	–	–	–	–	–
Teachers help students achieve learning expectations	2009	95%	90%	–	99%	95%	–	100%
	2010	95%	90%	–	99%	98%	100%	–
	2011	96%	91%	–	99%	98%	–	100%
	2012	97%	89%	–	99%	98%	100%	–
	2013	93%	91%	–	99%	97%	–	100%

Preparation of Students

Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents of grades 7–12 students and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (92%) and parents (Grade 7–12: 75%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning. Note that in the 2010, 2011, 2012 and 2013 parent surveys, this question was asked only to parents of students in grades 7–12, whereas in the previous year it was asked to all parents (K–12).

Table 5: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Parents	Teachers
Students are taught knowledge, skills and attitudes for lifelong learning	2009	82%	90%
	2010	74%	93%
	2011	75%	89%
	2012	74%	91%
	2013	75%	92%

A low proportion of parents, teachers and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents of grades 7–12 students, teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About six in ten of the public (56%), parents (Grade 7–12: 62%) and over two-thirds of teachers (68%) indicated that they are satisfied. Nearly all (95%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime. Note that in the 2010, 2011, 2012 and 2013 parent surveys, this question was asked only to parents of students in grades 7–12, whereas in the previous year it was asked to all parents (K–12).

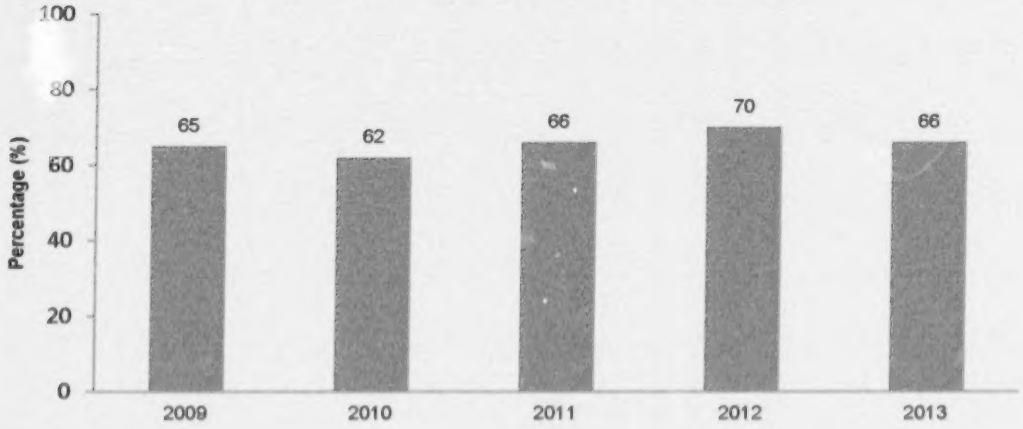
Table 6: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Students	Parents	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2009	97%	50%	65%	61%
	2010	94%	56%	70%	61%
	2011	97%	59%	65%	55%
	2012	95%	61%	65%	58%
	2013	95%	62%	68%	56%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, two-thirds (66%) of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

Chart 3: Public Agreement that High School Graduates are Prepared to Enter Post-Secondary Education and Training

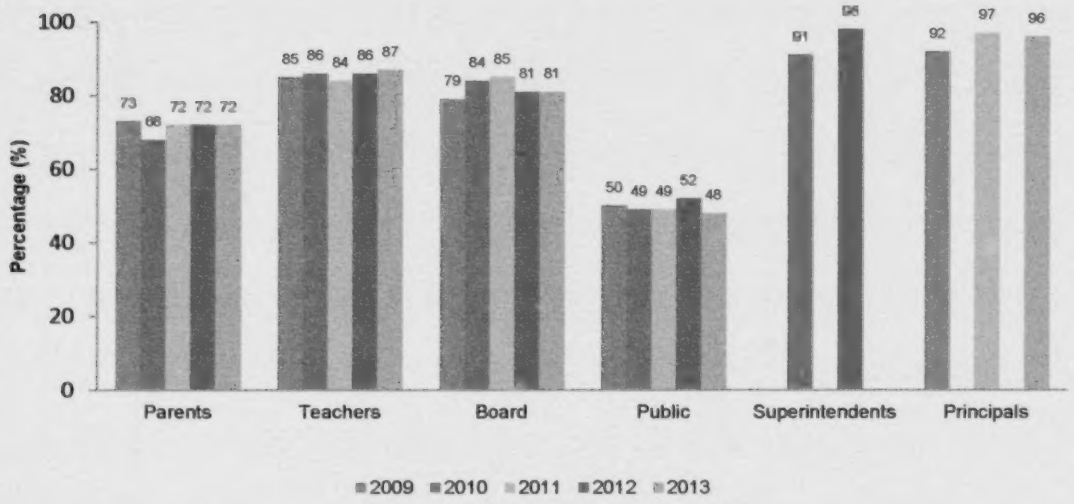


Preparation for the Workforce

A high proportion of teachers, school board trustees, and principals were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public satisfaction was lower.

Parents (Grade 7–12), teachers, school board trustees, public, and principals were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of principals (96%), teachers (87%) and school board trustees (81%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten (72%) of parents and about half of the public (48%) also indicated their satisfaction. Note that in the 2010, 2011, 2012 and 2013 parent surveys, this question was asked only to parents of students in grades 7–12, whereas in the previous year it was asked to all parents (K–12).

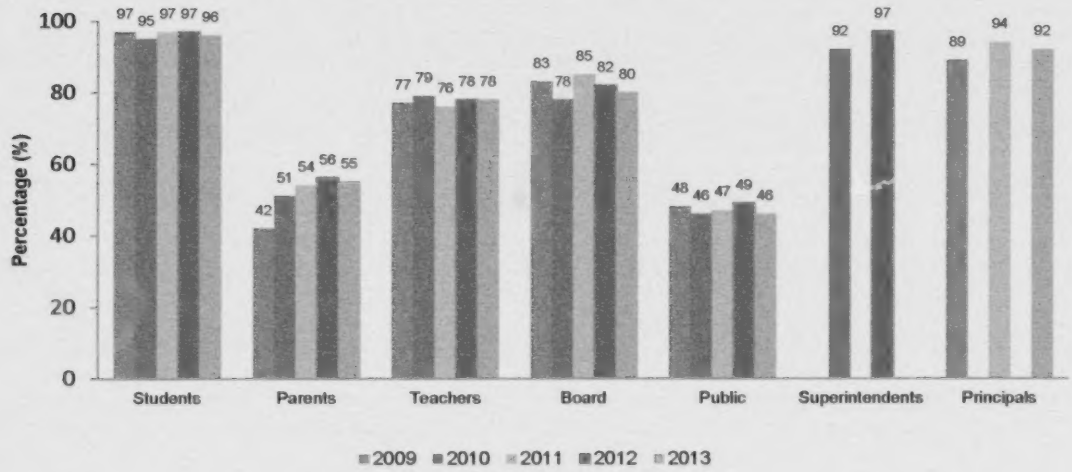
Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was high among students, teachers, school board trustees, and principals and lower for the public and parent respondent groups.

A high proportion of students (96%), principals (92%), school board trustees (80%) and teachers (78%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about half of parents (Grade 7–12: 55%, an increase from 42% in 2009) and the public (46%) indicated that they were satisfied. Note that in the 2010, 2011, 2012 and 2013 parent surveys, this question was asked only to parents of students in grades 7-12, whereas in the previous year it was asked to all parents (K-12).

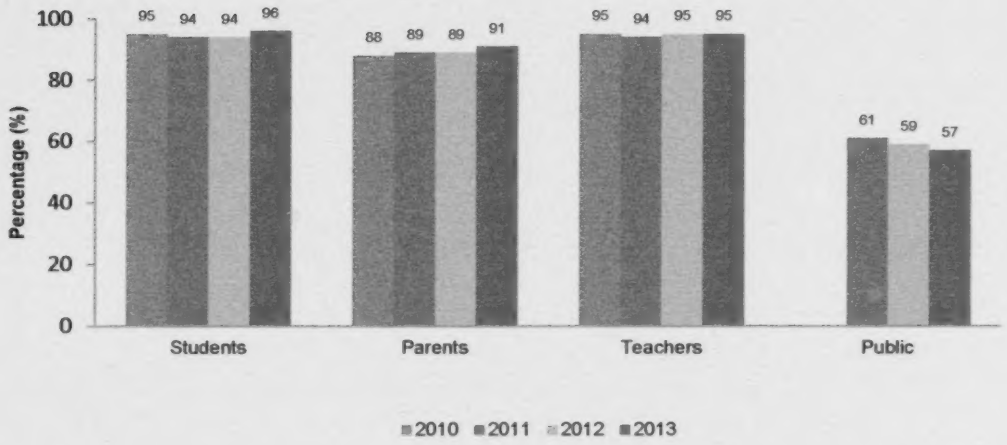
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviors to be Successful at Work



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among students, parents, and teachers compared to the public respondent group.

A high proportion of students (96%), teachers (95%), and parents (Grade 7-12: 91%), and a lower proportion of the public (57%) were satisfied that school is contributing to development of students' ability to demonstrate positive attitudes and behaviours. This question was asked to students, parents and teachers from 2010, and to the public from 2011.

Chart 6 : Satisfaction that School is Contributing to the Development of Students Ability to Demonstrate Positive Attitudes and Behaviours



Satisfaction that school is contributing to the development of students' unique skills and abilities varies across respondent groups.

Students, parents of grades 7-12 students, teachers, and the public were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with schools' contribution to the ability to manage information (71% to 95%), learn continuously (74% to 95%), work safely (74% to 99%), work with others towards a common goal (75% to 96%), participate and contribute in projects and tasks (77% to 97%), help in keeping the environment clean (72% to 92%), and make fair decisions (75% to 96%).

Public satisfaction with schools' contribution to the abilities to be adaptable (67%), be honest and ethical in dealing with other people (66%), understand abstract concepts (62%), use numbers (59%), lead a group or a team (59%), think and solve problems (54%), communicate (50%), be punctual and finish work on time (48%), and take responsibilities for own learning (38%) was low compared to student, parent and teacher respondent groups (72% to 96%).

Public (49%) and teacher (59%) satisfaction with schools' contribution to the ability to transition effectively from school to work was low compared to student (92%) and parent (70%) respondent groups. Similarly, public (31%), teachers (34%) and parents (60%) satisfaction with students' ability to manage money, credit and personal finances was low compared to the student respondent group (76%).

Table 7: Satisfaction that School is contributing to the Development of Students' Unique Skills and Abilities

(continued on next two pages)

Questions	Year	Students	Parents (K-12)	Teachers	Public
Ability to use numbers	2009	–	–	–	–
	2010	96%	83%	93%	–
	2011	94%	86%	91%	66%
	2012	96%	87%	92%	63%
	2013	94%	87%	90%	59%
Ability to think and solve problems	2009	–	–	–	–
	2010	96%	86%	91%	–
	2011	97%	87%	90%	58%
	2012	95%	87%	89%	58%
	2013	94%	88%	89%	54%
Ability to communicate	2009	–	–	–	–
	2010	96%	88%	95%	–
	2011	95%	90%	95%	51%
	2012	96%	87%	95%	53%
	2013	95%	89%	95%	50%
Ability to manage information	2009	–	–	–	–
	2010	93%	85%	91%	–
	2011	95%	88%	90%	72%
	2012	94%	87%	87%	74%
	2013	95%	88%	90%	71%
Ability to take responsibilities for own learning	2009	–	–	–	–
	2010	94%	84%	80%	–
	2011	97%	85%	80%	44%
	2012	98%	80%	79%	44%
	2013	96%	84%	82%	38%
Ability to be adaptable	2009	–	–	–	–
	2010	97%	89%	92%	–
	2011	96%	94%	92%	72%
	2012	98%	90%	92%	70%
	2013	94%	93%	93%	67%
Ability to learn continuously	2009	–	–	–	–
	2010	94%	84%	91%	–
	2011	97%	87%	88%	76%
	2012	97%	90%	89%	75%
	2013	95%	90%	93%	74%

Questions	Year	Students	Parents (K-12)	Teachers	Public
Ability to work safely	2009	–	–	–	–
	2010	100%	97%	98%	–
	2011	99%	96%	99%	75%
	2012	99%	95%	97%	74%
	2013	99%	96%	98%	74%
Ability to work with others towards a common goal	2009	–	–	–	–
	2010	95%	92%	94%	–
	2011	96%	95%	96%	79%
	2012	96%	91%	95%	78%
	2013	94%	94%	96%	75%
Ability to participate and contribute in projects and tasks	2009	–	–	–	–
	2010	98%	93%	96%	–
	2011	98%	94%	97%	81%
	2012	97%	92%	96%	80%
	2013	96%	93%	97%	77%
Ability to transition effectively from school to work	2009	–	–	–	–
	2010	85%	65%	64%	–
	2011	92%	70%	63%	53%
	2012	91%	68%	68%	55%
	2013	92%	70%	59%	49%
Ability to understand abstract concepts	2009	–	–	–	–
	2010	88%	79%	78%	–
	2011	89%	84%	75%	62%
	2012	87%	80%	76%	60%
	2013	89%	80%	79%	62%
Ability to be honest and ethical in dealing with other people	2009	–	–	–	–
	2010	94%	93%	92%	–
	2011	96%	93%	92%	69%
	2012	95%	93%	90%	69%
	2013	94%	92%	93%	66%
Ability to be punctual and finish work on time	2009	--	--	--	--
	2010	88%	77%	73%	
	2011	89%	80%	72%	49%
	2012	90%	79%	73%	55%
	2013	88%	78%	72%	48%

Questions	Year	Students	Parents (K-12)	Teachers	Public
Ability to manage money, credit and personal finances	2009	–	–	–	–
	2010	81%	56%	32%	–
	2011	81%	62%	27%	29%
	2012	81%	56%	31%	30%
	2013	76%	60%	34%	31%
Ability to lead a group or a team	2009	–	–	–	–
	2010	91%	79%	84%	–
	2011	92%	81%	82%	63%
	2012	91%	83%	87%	62%
	2013	90%	82%	87%	59%
Ability to help in keeping the environment clean	2009	–	–	–	–
	2010	83%	89%	84%	–
	2011	83%	92%	84%	75%
	2012	82%	91%	84%	73%
	2013	82%	92%	88%	72%
Ability to make fair decision	2009	–	–	–	–
	2010	97%	91%	96%	–
	2011	99%	94%	94%	76%
	2012	98%	93%	96%	76%
	2013	96%	94%	96%	75%

Agreement that students have computer skills necessary to support their studies is high.

Students, parents of grades 7-12 students, teachers, school board trustees, and principals were asked to rate their agreement regarding computer skills and technology learning outcomes of students. The majority of respondent groups agreed that students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies (84% to 92%) and create multi-media presentations with sound, pictures and video for their projects/assignments (80% to 89%). The majority of respondent groups also agreed that students have sufficient access to computer at school (74% to 95%) and at home (70% to 97%) to do their school work and use the internet to do research on assignment topics (88% to 96%).

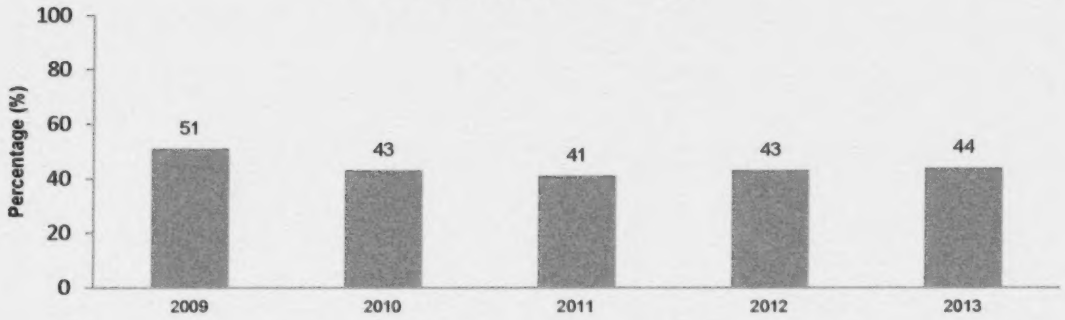
Table 8: Satisfaction with Computer Skills and Technology Learning Outcomes

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies	2009	–	–	–	–	–	–
	2010	–	–	–	–	–	–
	2011	–	–	–	–	–	–
	2012	92%	87%	88%	94%	97%	–
	2013	88%	84%	85%	92%	–	89%
Students have sufficient access to computers at school to do their school work	2009	–	–	–	–	–	–
	2010	–	–	–	–	–	–
	2011	–	–	–	–	–	–
	2012	95%	76%	78%	91%	83%	–
	2013	95%	83%	74%	93%	–	79%
Students have sufficient access to computer at home to do their school work	2009	–	–	–	–	–	–
	2010	–	–	–	–	–	–
	2011	–	–	–	–	–	–
	2012	98%	96%	69%	–	–	–
	2013	97%	96%	70%	–	–	–
Students have skills to create multimedia presentations for projects/assignments	2009	–	–	–	–	–	–
	2010	90%	75%	83%	91%	91%	–
	2011	91%	82%	87%	93%	–	85%
	2012	91%	83%	85%	93%	95%	–
	2013	86%	80%	82%	89%	–	84%
Students use the internet to do research on assignment topics	2009	–	–	–	–	–	–
	2010	96%	83%	97%	96%	98%	–
	2011	96%	89%	96%	98%	–	94%
	2012	97%	85%	96%	97%	98%	–
	2013	95%	88%	96%	96%	–	94%

About four in ten high school students reported that they hold a part time or full time paying job.

High school students were asked to indicate their employment status in the survey. About four in ten (44%) high school students reported that they held a part time or full time paying job in 2013. This proportion is 7% lower than that reported in 2009.

Chart 7: High School Students Holding a Part Time or Full Time Job



The proportion of high school students who reported that they worked 11 to 20 hours a week decreased slightly from 47% in 2009 to 44% in 2013. In contrast, the proportion of high school students who reported that they worked 10 hours or less increased slightly from 37% in 2009 to 40% in 2013. The proportion of high school students who reported that they worked more than 20 hours a week has remained relatively stable over time.

Table 9: Breakdown of Number of Hours Worked, Reported by High School Students

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2009	37%	47%	15%	0%
2010	44%	43%	12%	1%
2011	45%	39%	16%	1%
2012	43%	43%	14%	1%
2013	40%	44%	16%	0%

Communication and Involvement

Parental Involvement in Decision Making

Most parents, teachers, school board trustees, and principals were satisfied with parental involvement in their children's education and in decisions at school.

A high proportion of parents of K–12 students, teachers, school board trustees, and principals indicated that parents are involved a lot or to some extent in the decisions about their children's education (84% to 88%), and that they are satisfied with the opportunity for parental involvement in their children's education (81% to 97%). A high proportion (83%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education.

A high proportion of teachers, school board trustees, and principals (80% to 86%), and a relatively lower proportion of parents (K–12: 66%, severe special needs: 72%) indicated that parents are involved a lot or to some extent in decisions at school. A high proportion of teachers, school board trustees, and principals (92% to 96%), and a relatively lower proportion of parents (K-12: 79%; severe special needs: 81%) satisfied with the opportunity for parental involvement in decisions at school. About half of students (46%) indicated that their parents are involved a lot or to some extent in decisions at their school.

A high proportion (91% to 97%) of teachers, school board trustees, and principals were satisfied with parental input into decisions at school being considered.

About three-quarters (76%) of parents of K-12 students indicated agreement that the school engages them in a way that helps their child succeed.

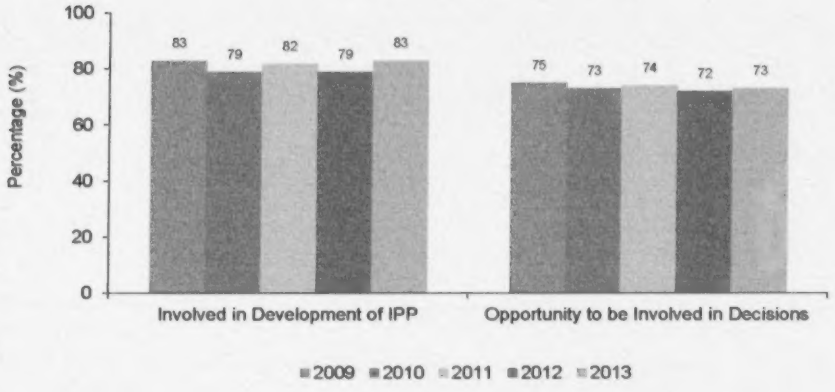
Table 10: Parental Involvement in Decision Making

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2009	81%	86%	–	79%	84%	–	87%
	2010	85%	84%	–	87%	88%	94%	–
	2011	81%	82%	–	81%	85%	–	90%
	2012	85%	85%	–	83%	83%	95%	–
	2013	83%	85%	–	84%	86%	–	88%
Satisfaction with opportunity for parental involvement in decisions about child's education	2009	–	82%	–	92%	91%	–	97%
	2010	–	81%	–	94%	93%	95%	–
	2011	–	78%	–	93%	90%	–	98%
	2012	–	79%	–	93%	92%	95%	–
	2013	–	81%	–	91%	91%	–	97%
Extent of parental involvement in decisions at school	2009	50%	66%	72%	77%	77%	–	84%
	2010	48%	67%	70%	85%	88%	86%	–
	2011	47%	62%	66%	79%	79%	–	88%
	2012	50%	63%	69%	78%	82%	97%	–
	2013	46%	66%	72%	80%	82%	–	86%
Satisfaction with opportunity for parental involvement in decisions at school	2009	–	81%	81%	93%	91%	–	95%
	2010	–	78%	81%	94%	94%	94%	–
	2011	–	75%	81%	92%	88%	–	99%
	2012	–	77%	81%	94%	91%	97%	–
	2013	–	79%	81%	92%	93%	–	96%
Satisfaction with parental input into decisions at school being considered	2009	–	–	–	92%	91%	–	97%
	2010	–	–	–	92%	91%	95%	–
	2011	–	–	–	89%	88%	–	100%
	2012	–	–	–	91%	93%	100%	–
	2013	–	–	–	93%	91%	–	97%
Agreement that school engages parents in a way that helps their child succeed	2009	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–
	2012	–	69%	–	88%	–	–	–
	2013	–	76%	76%	87%	–	–	–

A high proportion of parents of students with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child's Individualized Program Plan (IPP), about eight in ten (83%) parents of students with severe special needs agreed that they had been meaningfully involved in the development of the IPP plan. Similarly, about three-quarters of these parents (73%) agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 8: Parents' (of Students with Severe Special Needs) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services



A high proportion of parents of students with severe special needs were satisfied that school provides a program that meets the needs of their child and were satisfied with their child's progress at school.

About eight in ten of parents of students with severe special needs indicated their satisfaction with the school program meeting the needs of their child (79%) and with their child's progress at school (79%). They were also satisfied that their child receives the support services he/she needs to be successful in school (77%) and is benefiting from the services being provided (83%).

Table 11: Parents of Students with Severe Special Needs' Satisfaction with School Program

Questions	Year	Parents of Students with Severe Special Needs
The school provides a program that meets the needs of a child	2009	78%
	2010	76%
	2011	77%
	2012	77%
	2013	79%
Child's progress in school	2009	82%
	2010	80%
	2011	80%
	2012	78%
	2013	79%
Child receives the support services he/she needs to be successful in school	2009	76%
	2010	73%
	2011	75%
	2012	72%
	2013	77%
Child is benefiting from the services being provided	2009	84%
	2010	84%
	2011	84%
	2012	81%
	2013	83%

In general, parents, teachers, school board trustees, principals, and the public were less satisfied that their input is considered by Alberta Education than their input is considered by school boards or schools.

About seven in ten (69%) school board trustees and about two-thirds (63%) of principals were satisfied that their input into the education of students is considered by Alberta Education. However, a lower proportion of teachers (37%), the public (42%), and parents (K–12: 50%, severe special needs: 59%) were satisfied that their input into the education of students is considered by Alberta Education.

About nine in ten (89%) principals were satisfied that their input into the education of students is considered by their school boards. However, a lower proportion of parents (K–12: 60%, severe special needs: 61%), teachers (58%) and the public (46%) were satisfied that their input into the education of students is considered by their school boards.

A higher proportion of teachers (81%) and parents (K-12: 74%, severe special needs: 79%) were satisfied that their input into the education of students is considered by their school. However, about half (52%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 12: Satisfaction that Input into the Education of Students is Considered

Questions	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2009	48%	60%	44%	56%	47%	—	68%
	2010	46%	53%	38%	58%	40%	75%	—
	2011	43%	55%	38%	50%	40%	—	61%
	2012	45%	57%	40%	63%	47%	67%	—
	2013	50%	59%	37%	69%	42%	—	63%
Satisfaction that their input into education of students is considered by school board	2009	58%	58%	65%	—	51%	—	92%
	2010	55%	56%	64%	—	47%	—	—
	2011	53%	58%	60%	—	47%	—	90%
	2012	50%	60%	58%	—	51%	—	—
	2013	60%	61%	58%	—	46%	—	89%
Satisfaction that their input into decisions/ education of students is considered by the school	2009	75%	80%	85%	—	55%	—	—
	2010	76%	76%	84%	—	52%	—	—
	2011	73%	78%	83%	—	54%	—	—
	2012	74%	77%	80%	—	55%	—	—
	2013	74%	79%	81%	—	52%	—	—

About two-thirds (64%) of students indicated they are involved a lot or to some extent in decisions at their school, and three-quarters of them (75%) indicated that they are satisfied that their input into decisions at their school is considered.

Table 13: Students' Involvement in Decisions at School

Questions	Students				
	2009	2010	2011	2012	2013
Extent of involvement in decisions at school	71%	70%	68%	67%	64%
Satisfaction that input into decision at school is considered	78%	81%	74%	76%	75%

About four in ten (41%) of the public indicated that they are involved a lot or to some extent in decisions at schools in their community. Similarly, about two-thirds (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (52%) were satisfied that their input is considered by the school.

Table 14: Public Involvement in Decisions at Schools in the Community

Questions	Public				
	2009	2010	2011	2012	2013
Extent of involvement in decisions at schools in the community	40%	33%	41%	40%	41%
Satisfaction with opportunity to be involved in decisions at schools in the community	64%	64%	65%	64%	64%
Satisfaction that input into decisions at school is considered	55%	52%	54%	55%	52%

Communication with the Public

A low proportion of parents, teachers, school board trustees, principals and the public agreed that Alberta's education system communicates effectively with the public.

A low proportion of parents (K–12: 57%, severe special needs: 56%), teachers (59%), principals (65%), and school board trustees (67%) agreed that Alberta's education system communicates effectively with the public. About half (48%) of the public also agreed that Alberta's education system communicates effectively with the public.

Table 15: Alberta's Education System Communicates Effectively with the Public

Question	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2009	55%	55%	62%	54%	51%	–	68%
	2010	53%	52%	58%	52%	46%	75%	–
	2011	48%	55%	56%	50%	46%	–	67%
	2012	47%	56%	61%	62%	53%	73%	–
	2013	57%	56%	59%	67%	48%	–	65%

Leadership and Continuous Improvement

Improvement in Quality of Education

A high proportion of school board trustees and principals indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of school board trustees (91%) and principals (89%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively lower proportion of teachers (79%) and parents (Grade 3–12: 76%, severe special needs: 69%) indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of school board trustees (84%) and principals (83%) indicated that the quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, a relatively lower proportion of parents (Grade 3–12: 68%) and teachers (63%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Note that in the 2010, 2011, 2012 and 2013 parent surveys, both of these quality improvement questions were asked only to parents of students in grades 3–12, whereas in the previous year these questions were asked to all parents (K–12).

Table 16: Improvement in Quality of Education in the Past 3 Years

Questions	Year	Parents	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2009	74%	64%	80%	94%	–	88%
	2010	76%	66%	81%	95%	98%	–
	2011	73%	65%	77%	94%	–	90%
	2012	73%	65%	80%	93%	95%	–
	2013	76%	69%	79%	91%	–	89%
Quality of the Alberta K–12 System has improved or stayed the same in the past three years	2009	69%	–	74%	83%	–	88%
	2010	68%	–	68%	87%	92%	–
	2011	65%	–	64%	79%	–	85%
	2012	63%	–	69%	85%	87%	–
	2013	68%	–	63%	84%	–	83%

A high proportion of parents, teachers, and school board trustees indicated that key aspects of education have improved or stayed the same in the past three years.

From 2010, parents of students in grades 3-12, teachers, and school board trustees were asked whether the quality of key aspects of education (engagement of students in school, information about student achievement, communication of plans for school improvement, the school learning environment, and the accountability of school to parents) in their school/schools in the jurisdiction have improved, stayed the same, or declined over the past three years. Overall, in 2013, the majority of respondents across groups indicated that:

- Engagement of students in school has improved or stayed the same (79% to 94%),
- Information about student achievement has improved or stayed the same (77% to 94%),
- Communication of plans for school improvement has improved or stayed the same (77% to 91%),
- The school learning environment has improved or stayed the same (77% to 93%), and
- The accountability of school to parents has improved or stayed the same (76% to 95%).

Table 17: Improvement in the Quality of Educational Aspects in the Past 3 Years

Questions	Year	Parents	Teachers	Board
The school learning environment has improved or stayed the same in the past three years	2009	–	–	–
	2010	80%	83%	–
	2011	78%	79%	91%
	2012	77%	82%	91%
	2013	77%	80%	93%
Engagement of students in school has improved or stayed the same in the past three years	2009	–	–	–
	2010	81%	89%	–
	2011	79%	84%	94%
	2012	76%	85%	95%
	2013	79%	84%	94%
Information about student achievement has improved or stayed the same in the past three years	2009	–	–	–
	2010	82%	88%	–
	2011	80%	88%	94%
	2012	81%	91%	95%
	2013	77%	90%	94%
Communication of plans for school improvement has improved or stayed the same in the last three years	2009	–	–	–
	2010	72%	83%	–
	2011	73%	83%	89%
	2012	74%	83%	93%
	2013	77%	83%	91%
The accountability of school to parents has improved or stayed the same in the last three years	2009	–	–	–
	2010	75%	94%	–
	2011	77%	94%	95%
	2012	74%	95%	97%
	2013	76%	94%	95%

Leadership

A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that the leadership at the school [parents (K-12: 87%, severe special needs: 85%); teachers: 85%] and at the jurisdiction (parents K-12: 82%, teachers: 78%) effectively supports and facilitates teaching and learning.

About three-quarters of school board trustees (76%, an increase from 59% in 2011) and a lower proportion of principals (55%, a decrease from 72% in 2009), parents (K-12: 58%), teachers (53%), and the public (50%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

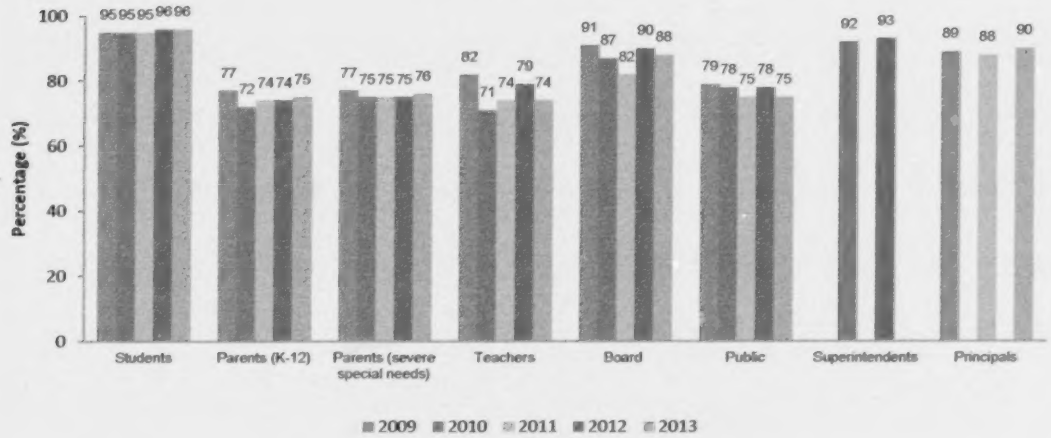
Table 18: Leadership Effectively Supporting and Facilitating Teaching and Learning

Questions	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2009	87%	88%	90%	–	–	–	–
	2010	84%	87%	87%	–	–	–	–
	2011	87%	86%	85%	–	–	–	–
	2012	88%	86%	86%	–	–	–	–
	2013	87%	85%	85%	–	–	–	–
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2009	82%	–	83%	–	–	–	–
	2010	82%	–	83%	–	–	–	–
	2011	77%	–	79%	–	–	–	–
	2012	78%	–	80%	–	–	–	–
	2013	82%	–	78%	–	–	–	–
Leadership at provincial level effectively supports and facilitates teaching and learning	2009	60%	–	63%	72%	55%	–	72%
	2010	55%	–	55%	67%	44%	89%	–
	2011	53%	–	51%	59%	46%	–	61%
	2012	57%	–	58%	71%	53%	67%	
	2013	58%	–	53%	76%	50%	–	55%

A high proportion of the respondent groups agreed that the highest priority of Alberta's education system is the success of the student.

A high proportion of students (96%), principals (90%), school board trustees (88%), teachers (74%, a decrease from 82% in 2009), public (75%), and parents (K–12: 75%, severe special needs: 76%) indicated agreement that the highest priority of Alberta's education system is the success of the student.

Chart 9: Highest Priority of Alberta's Education System is the Success of the Student



A high proportion of students, parents and teachers agreed that Alberta education system ensures access to quality education to all students regardless of where they live.

A high proportion of students (91%), parents (74%), teachers (72%), and a relatively lower proportion of parents of students with severe special needs (68%), principals (67%), the public (65%), and school board trustees (63%) agreed that Alberta's education system ensures access to quality education to all students regardless of where they live. Similarly, a high proportion of school board trustees (81%), principals (76%), and about half (49%) of the public agreed that Alberta's education system uses research and consultation with Albertans to guide policy decisions.

Table 19: Agreement on Access to Quality Education and the Use of Research and Consultation

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system ensures access to quality education to all students regardless of where they live	2009	92%	71%	66%	75%	61%	67%	—	74%
	2010	94%	66%	62%	71%	57%	67%	62%	—
	2011	93%	63%	65%	73%	63%	64%	—	71%
	2012	93%	65%	66%	69%	68%	66%	60%	—
	2013	91%	74%	68%	72%	63%	65%	—	67%
Alberta's education system uses research and consultation with Albertans to guide policy decisions	2009	—	—	—	—	67%	51%	—	76%
	2010	—	—	—	—	70%	43%	80%	—
	2011	—	—	—	—	65%	47%	—	81%
	2012	—	—	—	—	76%	57%	80%	—
	2013	—	—	—	—	81%	49%	—	76%

A high proportion of respondent groups agreed that school meets the physical needs of students and that the school building is well maintained.

A higher proportion of students (92% to 96%), parents of students with severe special needs (93% to 94%), parents (92%), the public (92%), and teachers (80%) agreed that school meets the physical needs of students and that the school building is well maintained. Similarly, a high proportion of students (88%), parents of students with severe special needs (84%), parents (82%), and a relatively lower proportion of principals (72%), teachers (60%) and school board trustees (53%) agreed that school has enough space to meet the learning needs of students.

Table 20: Agreement on School Facilities

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
School has enough space to meet the learning needs of students	2009	85%	78%	80%	53%	48%	—	—	68%
	2010	88%	77%	80%	57%	50%	—	60%	—
	2011	85%	77%	85%	60%	51%	—	—	73%
	2012	88%	76%	83%	61%	55%	—	52%	—
	2013	88%	82%	84%	60%	53%	—	—	72%
School building meets the physical needs of students	2009	93%	91%	92%	81%	—	92%	—	—
	2010	96%	92%	93%	79%	—	88%	—	—
	2011	95%	93%	92%	77%	—	84%	—	—
	2012	95%	93%	93%	82%	—	94%	—	—
	2013	96%	92%	93%	80%	—	92%	—	—
School building is well maintained	2009	90%	85%	91%	80%	—	87%	—	—
	2010	91%	90%	93%	79%	—	86%	—	—
	2011	90%	89%	92%	77%	—	85%	—	—
	2012	91%	92%	94%	79%	—	92%	—	—
	2013	92%	92%	94%	80%	—	92%	—	—

The majority of the respondent groups agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

About seven in ten principals (74%), school board trustees (71%) and teachers (67%) agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. A high proportion of principals (92%), school board trustees (89%) and a relatively lower proportion of teachers (69%) agreed that professional development opportunities available to teachers effectively addressed professional development needs of teachers. A high proportion of principals also agreed that they were able to attract (85%) and retain (92%) teachers in the school.

Table 21: Perception of Recent Bachelor of Education Graduates and Professional Development Opportunities Available for Teachers

Questions	Year	Teachers	Board	Superintendents	Principals
Recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers	2009	65%	74%	–	76%
	2010	67%	76%	80%	–
	2011	65%	78%	–	79%
	2012	68%	75%	73%	–
	2013	67%	71%	–	74%
Professional development opportunities available to teachers effectively addressed the professional development needs of teachers	2009	74%	87%	–	91%
	2010	73%	96%	94%	–
	2011	72%	89%	–	92%
	2012	68%	86%	93%	–
	2013	69%	89%	–	92%
Attraction of teachers to school/jurisdiction	2009	–	–	–	79%
	2010	–	–	88%	–
	2011	–	–	–	86%
	2012	–	–	87%	–
	2013	–	–	–	85%
Retention of teachers to school/jurisdiction	2009	–	–	–	88%
	2010	–	–	89%	–
	2011	–	–	–	91%
	2012	–	–	85%	–
	2013	–	–	–	92%

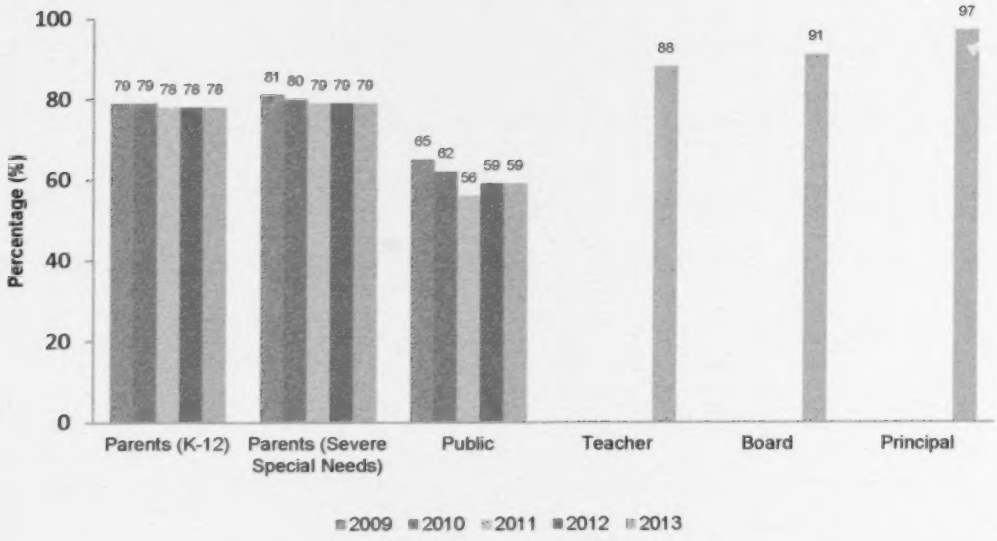
Value for Money

A high proportion of parents, teachers, school board trustees, principals and a low proportion of the public were satisfied with receiving value for money spent in schools.

Almost all principals (97%) and a high proportion of school board trustees (91%), teachers (88%), and parents (K-12: 78%, severe special needs: 79%) reported being satisfied with receiving value for money that is spent in schools. Public satisfaction that they are receiving value for money spent in schools in their community was lower (59%).

Note that this question was asked to teachers, principals and school board trustees only in the 2013 surveys.

Chart 10: Value for Money

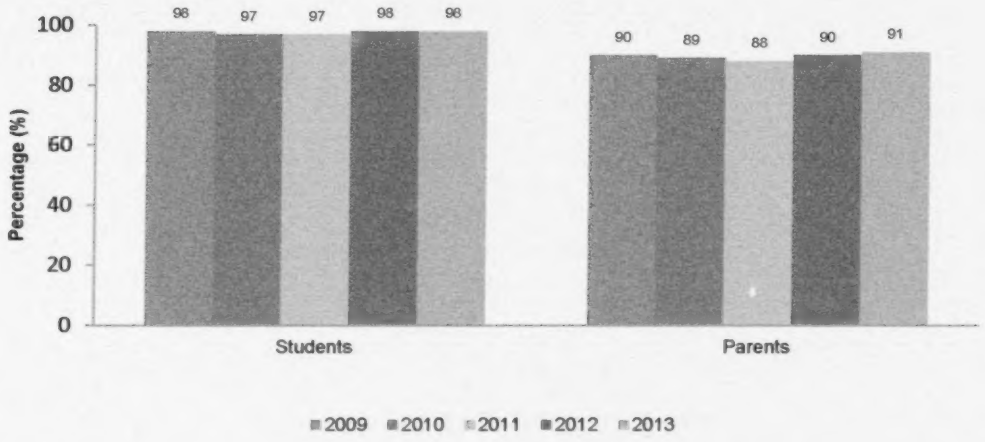


First Nations, Métis and Inuit (FNMI) Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (91%) surveyed were satisfied with the quality of education at schools.

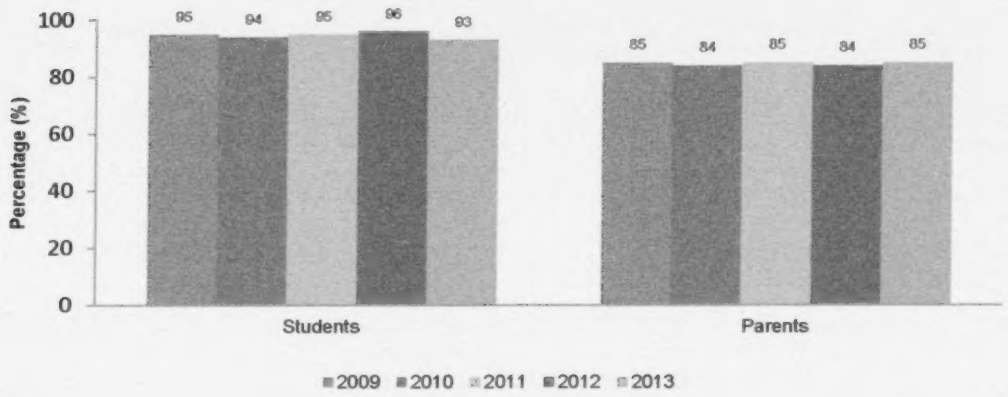
Chart 11: Satisfaction with Quality of Education (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (93%) and parents of self-identified Aboriginal students (85%) were satisfied with the quality of teaching at schools.

Chart 12: Satisfaction with Quality of Teaching (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions about the various aspects of social and learning environments at schools

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2013, the majority of respondents in the student group and the parent group agreed/satisfied that:

- Students find school work interesting (students: 82%; parents: 73%),
- Students find school work challenging (students: 78%; parents: 73%),
- Students clearly understand what they are expected to learn at school (students: 91%; parents: 80%),
- Students feel safe at school (students: 97%; parents: 90%),
- Students feel safe on the way to and from school (students: 96%; parents: 89%),
- Teachers care about students (students: 93%; parents: 90%),
- Teachers are knowledgeable about the subjects they teach (students: 93%),
- At school students treat each other well (students: 94%; parents: 73%),
- Students are treated fairly by adults at school (students: 91%; parents: 87%),
- At school students are encouraged to get involved in activities that help people in the community (students: 74%; parents: 73%),
- At school students are encouraged to try their best (students: 96%; parents: 92%),
- At school students follow the rules (students: 70%, a 13% increase from 2010; parents: 77%),
- At school students help each other (students: 81%; parents: 83%),
- At school students respect each other (students: 75%; parents: 73%),
- There is mutual respect between teachers and students at school (students: 86%; parents: 87%),
- There is mutual trust between teachers and students at school (students: 84%; parents: 87%),
- It is easy to get help with school work at school if needed (students: 91%; parents: 73%),
- Students can get help at school with problems that are not related to school work (students: 85%; parents: 74%),
- When needed teachers at school are available to help students (students: 94%; parents: 85%),
- Students respect the diversity among people (students: 85%; parents: 82%),
- Students take responsibility for their actions (students: 73%; parents: 77%),
- Students volunteer for activities that help others (students: 73%; parents: 79%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (students: 79%; parents: 82%),

- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (students: 71%, a 14% decrease from 2010; parents: 75%),
- School promotes physical activity, health and wellness (students: 91%; parents: 92%),
- Students are learning about how to stay healthy (students: 82%; parents: 85%),
- Students have healthy food choices in the school cafeteria, canteen and vending machines (students: 74%; parents: 54%),
- The gym and playground at school meet the daily physical activity needs of students (students: 86%; parents: 85%),
- Schools are contributing to students' development of intellectual skills (students: 93%; parents: 79%)
- Schools are contributing to students' development of social skills (students: 92%; parents: 83%),
- Schools are contributing to students' development of physical abilities (students: 90%; parents: 87%),
- Schools are contributing to students' development of emotional well-being (students: 86%; parents: 78%), and
- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 70%),
- Experience at school is contributing to students' growth in developing clear career goals (students: 89%), and
- Subjects learned at school have practical applications in the real world (students: 83%; parents: 84%).

Table 22: Social and Learning Environment at Schools (FNMI)

(continued on next four pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
School work is interesting	2009	78%	73%
	2010	80%	71%
	2011	79%	72%
	2012	83%	73%
	2013	82%	73%
School work is challenging	2009	81%	79%
	2010	80%	78%
	2011	79%	77%
	2012	81%	75%
	2013	78%	73%
Students clearly understand what they are expected to learn at school	2009	92%	76%
	2010	92%	76%
	2011	92%	76%
	2012	94%	78%
	2013	91%	80%
Students feel safe at school	2009	95%	89%
	2010	94%	86%
	2011	96%	90%
	2012	98%	90%
	2013	97%	90%
Students feel safe on the way to and from school	2009	95%	86%
	2010	94%	86%
	2011	96%	88%
	2012	97%	87%
	2013	96%	89%
Teachers care about students	2009	92%	91%
	2010	91%	87%
	2011	92%	88%
	2012	94%	88%
	2013	93%	90%
Teachers are knowledgeable about the subjects they teach	2009	94%	–
	2010	92%	–
	2011	91%	–
	2012	95%	–
	2013	93%	–

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
At school students treat each other well	2009	94%	72%
	2010	92%	69%
	2011	95%	74%
	2012	96%	74%
	2013	94%	73%
Students are treated fairly by adults at school	2009	89%	83%
	2010	88%	82%
	2011	89%	86%
	2012	92%	83%
	2013	91%	87%
At school students are encouraged to get involved in activities that help people in the community	2009	71%	74%
	2010	74%	74%
	2011	73%	71%
	2012	76%	72%
	2013	74%	73%
At school students are encouraged to try their best	2009	95%	93%
	2010	96%	90%
	2011	96%	90%
	2012	96%	91%
	2013	96%	92%
At school students follow the rules	2009	64%	76%
	2010	57%	72%
	2011	67%	75%
	2012	70%	76%
	2013	70%	77%
At school students help each other	2009	78%	81%
	2010	76%	78%
	2011	80%	79%
	2012	81%	79%
	2013	81%	83%
At school students respect each other	2009	73%	70%
	2010	70%	67%
	2011	73%	71%
	2012	78%	71%
	2013	75%	73%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
There is a mutual respect between teachers and students at school	2009	86%	81%
	2010	83%	78%
	2011	85%	85%
	2012	86%	84%
	2013	86%	87%
There is a mutual trust between teachers and students at school	2009	84%	81%
	2010	81%	78%
	2011	81%	85%
	2012	86%	84%
	2013	84%	87%
It is easy to get help with school work at school if needed	2009	90%	70%
	2010	89%	70%
	2011	92%	71%
	2012	93%	70%
	2013	91%	73%
Students can get help at school with problems that are not related to school work	2009	89%	73%
	2010	81%	68%
	2011	80%	75%
	2012	86%	74%
	2013	85%	74%
When needed teachers at school are available to help students	2009	93%	85%
	2010	92%	79%
	2011	94%	81%
	2012	94%	84%
	2013	94%	85%
Students respect the diversity among people	2009	85%	79%
	2010	81%	76%
	2011	86%	81%
	2012	87%	81%
	2013	85%	82%
Students take responsibility for their actions	2009	73%	78%
	2010	67%	74%
	2011	72%	78%
	2012	76%	75%
	2013	73%	77%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students volunteer for activities that help others	2009	66%	76%
	2010	70%	76%
	2011	71%	75%
	2012	74%	76%
	2013	73%	79%
Students are encouraged to participate in school services, such as...	2009	79%	82%
	2010	78%	80%
	2011	79%	81%
	2012	81%	80%
	2013	79%	82%
Students are encouraged to get involved in global issues, such as the environment, ...	2009	73%	77%
	2010	85%	81%
	2011	75%	78%
	2012	76%	75%
	2013	71%	75%
Schools promote physical activity, health and wellness	2009	–	–
	2010	93%	90%
	2011	90%	90%
	2012	94%	91%
	2013	91%	92%
Students are learning about how to stay healthy	2009	–	–
	2010	84%	83%
	2011	84%	88%
	2012	90%	87%
	2013	82%	85%
Students have healthy food choices in the school cafeteria, canteen and vending machines	2009	–	–
	2010	67%	52%
	2011	72%	56%
	2012	76%	61%
	2013	74%	54%
The gym and playground at school meet the daily physical activity needs of students	2009	–	–
	2010	88%	84%
	2011	85%	84%
	2012	85%	83%
	2013	86%	85%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Schools are contributing to students' development of intellectual skills	2009	93%	79%
	2010	87%	70%
	2011	92%	75%
	2012	95%	75%
	2013	93%	79%
Schools are contributing to students' development of social skills	2009	93%	79%
	2010	93%	73%
	2011	92%	79%
	2012	94%	80%
	2013	92%	83%
Schools are contributing to students' development of physical abilities	2009	93%	87%
	2010	91%	79%
	2011	93%	85%
	2012	95%	82%
	2013	90%	87%
Schools are contributing to students' development of emotional well-being	2009	84%	75%
	2010	84%	71%
	2011	85%	79%
	2012	90%	76%
	2013	86%	78%
Students reporting at least one day of physical activity (at least 30 minutes) at school ...	2009	—	—
	2010	61%	—
	2011	64%	—
	2012	64%	—
	2013	70%	—
Experience at school is contributing to students' growth in developing clear career goals	2009	91%	—
	2010	88%	—
	2011	88%	—
	2012	90%	—
	2013	89%	—
Subjects learned at school have practical applications in the real world	2009	—	—
	2010	—	—
	2011	—	—
	2012	83%	81%
	2013	83%	84%

Self-identified Aboriginal students and parents of self-identified Aboriginal students held varying perceptions about aspects of student engagement in learning at schools.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements (where applicable) about student engagement at schools. Overall, in 2013, the majority of students and parents respondents (where applicable) agreed that:

- Students are proud of their school (students: 87%),
- Students have a voice in decisions made at their school (students: 73%),
- Students arrive at school ready to learn (students: 74%; parents: 93%),
- Teachers give students the individual attention they require (students: 83%; parents: 77%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 43%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 66%),
- Students asked questions in class or contributed to class discussions (students: 60%, a 9% decrease from 2009 and 2010 results),
- Students have the opportunity to take part in classroom discussions and activities (students: 96%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 70%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 93%),
- Students get recognized for the positive things they do at school (students: 82%),
- Missed school other than for illness (less than 4 times during the school year) (students: 48%),
- Students thought about dropping out of school (never) (students: 77%),
- At school, students are able to learn in a way that best suits their learning styles (students: 86%; parents: 72%),
- Students get the help/support they need to do well/be successful in school (students: 92%; parents: 80%),
- School is helping struggling students keep up in their studies (students: 85%; parents: 69%), and
- Teachers help students achieve learning expectations (students: 94%; parents: 86%).

Table 23: Student Engagement in Learning at Schools (FNMI)

(continued on next two pages)

Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students are proud of their school	2009	85%	–
	2010	87%	–
	2011	84%	–
	2012	90%	–
	2013	87%	–
Students have a voice in decisions made at their school	2009	71%	–
	2010	73%	–
	2011	73%	–
	2012	78%	–
	2013	73%	–
Students arrive at school ready to learn	2009	68%	93%
	2010	69%	90%
	2011	68%	92%
	2012	78%	93%
	2013	74%	93%
Teachers give students the individual attention they require	2009	83%	76%
	2010	81%	73%
	2011	82%	73%
	2012	85%	71%
	2013	83%	77%
Hours spent outside of class studying and doing assignments (more than 3 per week)	2009	41%	–
	2010	38%	–
	2011	41%	–
	2012	43%	–
	2013	43%	–
Students enjoyed completing a task that required a lot of thinking or mental effort	2009	62%	–
	2010	62%	–
	2011	61%	–
	2012	62%	–
	2013	66%	–
Students asked questions in class or contributed to class discussions	2009	69%	–
	2010	69%	–
	2011	65%	–
	2012	63%	–
	2013	60%	–

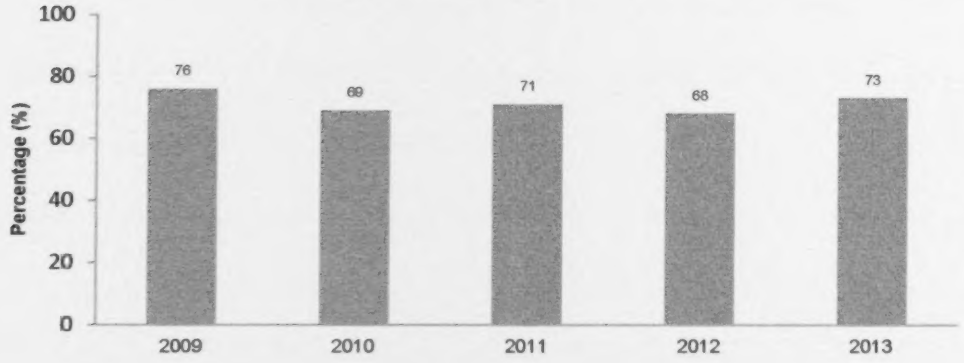
Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students have the opportunity to take part in classroom discussions and activities	2009	—	—
	2010	97%	—
	2011	95%	—
	2012	97%	—
	2013	96%	—
Class work has emphasized understanding information and explaining ideas in their own words	*2009*	*68%*	—
	2010	66%	—
	2011	71%	—
	2012	68%	—
	2013	70%	—
Experience at school is contributing to students' growth in thinking deeply and critically	2009	92%	—
	2010	90%	—
	2011	90%	—
	2012	93%	—
	2013	93%	—
Students get recognized for the positive things they do at school	2009	—	—
	2010	81%	—
	2011	80%	—
	2012	84%	—
	2013	82%	—
Students missed school other than for illness (less than 4 times during the school year)	2009	52%	—
	2010	41%	—
	2011	47%	—
	2012	43%	—
	2013	48%	—
Students thought about dropping out of school (never)	2009	72%	—
	2010	74%	—
	2011	76%	—
	2012	79%	—
	2013	77%	—
At school, students are able to learn in a way that best suits their learning style	2009	—	—
	2010	—	—
	2011	—	—
	2012	84%	67%
	2013	86%	72%

Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students get the help/support they need to do well/be successful in school	2009	–	–
	2010	–	–
	2011	–	–
	2012	95%	77%
	2013	92%	80%
School is helping struggling students keep up in their studies	2009	–	–
	2010	–	–
	2011	–	–
	2012	85%	67%
	2013	85%	69%
Teachers help students achieve learning expectations	2009	93%	87%
	2010	95%	86%
	2011	93%	89%
	2012	97%	89%
	2013	94%	86%

About seven in ten parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was much lower.

Parents of self-identified Aboriginal students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten of parents (73%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

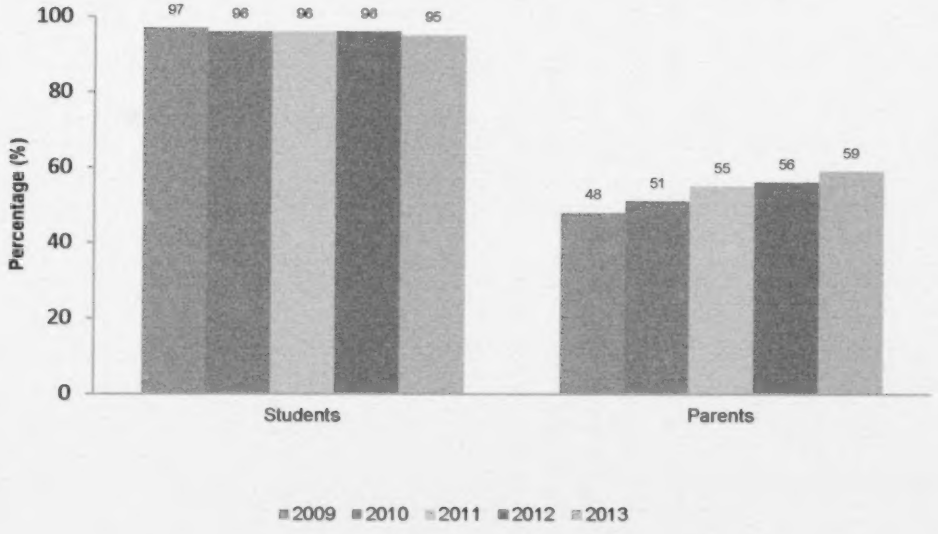
Chart 13: Parent Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work (FNMI)



A low proportion (59%, an 11% increase from 2009) of parents of self-identified Aboriginal students (Grade 7-12) was satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (95%).

Note that in the 2010, 2011, 2012 and 2013 surveys of parents of self-identified Aboriginal students, both of the above questions were asked only to parents of self-identified Aboriginal students in grades 7-12, whereas in the previous year these were asked to all parents of self-identified Aboriginal students (K-12).

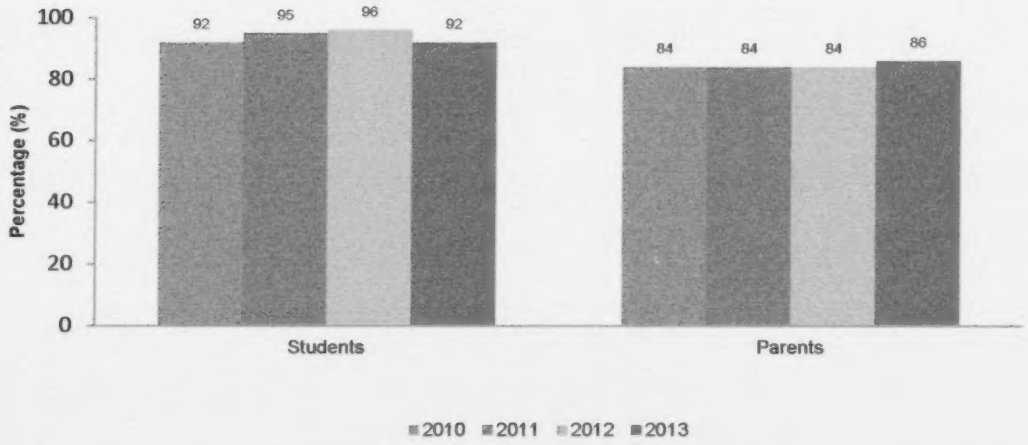
Chart 14: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work (FNMI)



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among both self-identified Aboriginal students and parents of self-identified Aboriginal students.

A high proportion of self-identified Aboriginal students (92%) and parents of self-identified Aboriginal students (Grade 7-12: 86%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours. This question was asked to students and parents starting in 2010.

Chart 15 : Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours (FNMI)



Satisfaction that school is contributing to the development of students' unique skills and abilities is high among self-identified Aboriginal students and parents of self-identified Aboriginal students.

Self-identified Aboriginal students and parents of self-identified Aboriginal students (Grade 7-12) were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Overall, in 2013, the majority of respondents were satisfied with students' abilities to:

- Use numbers (students: 93%; parents: 86%),
- Think and solve problems (students: 94%; parents: 84%),
- Communicate (students: 95%; parents: 85%),
- Manage information (students: 93%; parents: 86%),
- Take responsibility for their own learning (students: 96%; parents: 85%),
- Be adaptable – work as an individual or within a team (students: 95%; parents: 89%),
- Learn continuously (students: 92%; parents: 88%),
- Work safely (students: 98%; parents: 95%),
- Work with others towards a common goal (students: 93%; parents: 91%),
- Participate and contribute in projects and tasks (students: 96%; parents: 93%),
- Transition effectively from school to work (students: 89%; parents: 70%),
- Understand abstract concepts (students: 88%; parents: 80%),
- Be honest and ethical in dealing with other people (students: 94%; parents: 93%),
- Be punctual and finish work on time (students: 85%; parents: 76%),
- Lead a group or a team (students: 88%; parents: 81%),
- Help in keeping the environment clean (students: 85%; parents: 90%), and
- Make fair decisions (students: 98%; parents: 92%).

Parents (63%) of self-identified Aboriginal students (Grades 7-12) satisfaction was lowest regarding whether school is contributing to the development of students' ability to manage money, credit and personal finances although eight in ten self-identified Aboriginal students (80%) expressed satisfaction on this item.

Table 24: Satisfaction that School is contributing to the Development of Students' Unique Skills and Abilities (FNMI)

(continued on next two pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to use numbers	2009	–	–
	2010	92%	80%
	2011	94%	85%
	2012	92%	83%
	2013	93%	86%
Ability to think and solve problems	2009	–	–
	2010	95%	79%
	2011	95%	83%
	2012	96%	80%
	2013	94%	84%
Ability to communicate	2009	–	–
	2010	96%	86%
	2011	97%	87%
	2012	94%	84%
	2013	95%	85%
Ability to manage information	2009	–	–
	2010	93%	81%
	2011	95%	84%
	2012	93%	81%
	2013	93%	86%
Ability to take responsibilities for own learning	2009	–	–
	2010	97%	77%
	2011	96%	82%
	2012	95%	79%
	2013	96%	85%
Ability to be adaptable	2009	–	–
	2010	95%	88%
	2011	95%	89%
	2012	95%	88%
	2013	95%	89%
Ability to learn continuously	2009	–	–
	2010	94%	86%
	2011	95%	87%
	2012	94%	88%
	2013	92%	88%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to work safely	2009	–	–
	2010	98%	96%
	2011	98%	93%
	2012	98%	93%
	2013	98%	95%
Ability to work with others towards a common goal	2009	–	–
	2010	94%	92%
	2011	94%	92%
	2012	96%	91%
	2013	93%	91%
Ability to participate and contribute in projects and tasks	2009	–	–
	2010	96%	93%
	2011	96%	92%
	2012	96%	89%
	2013	96%	93%
Ability to transition effectively from school to work	2009	–	–
	2010	89%	64%
	2011	93%	71%
	2012	91%	66%
	2013	89%	70%
Ability to understand abstract concepts	2009	–	–
	2010	86%	74%
	2011	90%	82%
	2012	89%	74%
	2013	88%	80%
Ability to be honest and ethical in dealing with other people	2009	–	–
	2010	93%	89%
	2011	96%	90%
	2012	95%	89%
	2013	94%	93%
Ability to be punctual and finish work on time	2009	–	–
	2010	85%	69%
	2011	87%	71%
	2012	90%	66%
	2013	85%	76%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to manage money, credit and personal finances	2009	–	–
	2010	81%	62%
	2011	83%	64%
	2012	82%	58%
	2013	80%	63%
Ability to lead a group or a team	2009	–	–
	2010	87%	78%
	2011	89%	77%
	2012	91%	76%
	2013	88%	81%
Ability to help in keeping the environment clean	2009	–	–
	2010	85%	88%
	2011	84%	89%
	2012	85%	88%
	2013	85%	90%
Ability to make fair decisions	2009	–	–
	2010	96%	90%
	2011	96%	89%
	2012	97%	91%
	2013	98%	92%

Agreement that students have computer skills necessary to support their studies is higher among self-identified Aboriginal students than among parents of self-identified Aboriginal students

Self-identified Aboriginal students and parents of self-identified Aboriginal students were further asked to rate their agreement regarding computer skills and technology learning outcomes of students. The majority of them agreed that students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies (parents: 78%; students: 90%) and create multi-media presentations with sound, pictures and video for their projects/assignments (parents: 75%; students: 91%). The majority of them also agreed that students have sufficient access to computer at school (parents: 77%; students: 94%) and at home (students: 90%; parents: 91%) to do their school work and use the internet to do research on assignment topics (parents: 85%; students: 97%).

Table 25: Satisfaction with Computer Skills and Technology Learning Outcomes (FNMI)
(continued on next page)

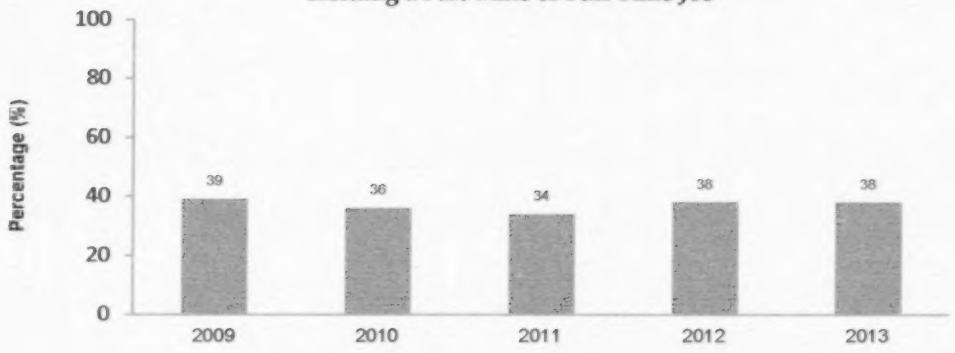
Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies	2009	–	–
	2010	–	–
	2011	–	–
	2012	92%	79%
	2013	90%	78%
Students have sufficient access to computers at school to do their school work	2009	–	–
	2010	–	–
	2011	–	–
	2012	96%	80%
	2013	94%	77%
Students have sufficient access to computer at home to do their school work	2009	–	–
	2010	–	–
	2011	–	–
	2012	90%	91%
	2013	90%	91%
Students have skills to create multimedia presentations for projects/assignments	2009	–	–
	2010	88%	69%
	2011	88%	76%
	2012	93%	74%
	2013	91%	75%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Students use the internet to do research on assignment topics	2009	--	--
	2010	96%	84%
	2011	96%	85%
	2012	96%	87%
	2013	97%	85%

About four in ten self-identified Aboriginal high school students reported that they hold a part time or full time paying job.

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About four in ten (38%) self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2013.

Chart 16: Self-identified Aboriginal High School Students Holding a Part Time or Full Time Job



The proportion of self-identified Aboriginal high school students who reported that they worked 11 to 20 hours a week decreased slightly from 46% in 2009 to 43% in 2013. The proportion of self-identified Aboriginal high school students who reported that they worked 10 hours or less, and the proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week have remained stable over time.

Table 26: Breakdown of Number of Hours Worked, Reported by Self-identified Aboriginal High School Students (FNMI)

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2009	33%	46%	21%	0%
2010	32%	46%	21%	2%
2011	37%	43%	20%	0%
2012	31%	46%	22%	0%
2013	34%	43%	22%	1%

Most self-identified Aboriginal high school students and parents of self-identified Aboriginal students were satisfied with parental involvement in children's education.

A high proportion of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions about their children's education (84%), and that they are satisfied with the opportunity for parental involvement in their children's education (81%). A high proportion (83%) of self-identified Aboriginal high school students also indicated that their parents are involved a lot or to some extent in decisions about their education.

About two-thirds (67%) of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions at their child's school and about three-quarters (78%) of parents are satisfied with the opportunity for parental involvement in decisions at their child's school. About half (54%) of self-identified Aboriginal high school students indicated that their parents are involved a lot or to some extent in decisions at school.

About three-quarters (77%) of parents of self-identified Aboriginal students indicated agreement that the school engages them in a way that helps their child succeed.

Table 27: Parental Involvement in Decision Making (FNMI)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Extent of parental involvement in decisions about child's education	2009	84%	82%
	2010	77%	87%
	2011	80%	88%
	2012	83%	85%
	2013	83%	84%
Satisfaction with opportunity for parental involvement in decisions about child's education	2009	–	78%
	2010	–	81%
	2011	–	84%
	2012	–	80%
	2013	–	81%
Extent of parental involvement in decisions at school	2009	52%	67%
	2010	52%	67%
	2011	53%	68%
	2012	57%	68%
	2013	54%	67%
Satisfaction with opportunity for parental involvement in decisions at school	2009	–	75%
	2010	–	78%
	2011	–	80%
	2012	–	78%
	2013	–	78%
Agreement that school engages parents in a way that helps their children succeed	2009	–	–
	2010	–	–
	2011	–	–
	2012	–	71%
	2013	–	77%

In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board than their input is considered by their child's school.

About three-quarters (78%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at their child's school is considered. However, a lower proportion of them were satisfied that their input into the education of students is considered by their school board (62%) or by Alberta Education (56%).

Table 28: Satisfaction that Input into the Education of Students is Considered (FNMI)

Questions	Year	Parents of Self-identified Aboriginal Students (K-12)
Satisfaction that their input into the education of students is considered by Alberta Education	2009	60%
	2010	51%
	2011	58%
	2012	53%
	2013	56%
Satisfaction that their input into education of students is considered by their school board	2009	63%
	2010	58%
	2011	64%
	2012	59%
	2013	62%
Satisfaction that their input into decisions at school is considered	2009	76%
	2010	75%
	2011	76%
	2012	74%
	2013	78%

A high proportion of parents of self-identified Aboriginal students agreed that the leadership at the school and at the jurisdiction effectively supports and facilitates teaching and learning.

A high proportion of parents of self-identified Aboriginal students (K-12) agreed that the leadership at the school (88%) and jurisdiction (84%) effectively supports and facilitates teaching and learning. However, a relatively lower proportion (66%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

Table 29: Leadership Effectively Supporting and Facilitating Teaching and Learning (FNMI)

Questions	Year	Parents of Self-identified Aboriginal Students (K-12)
Leadership at school effectively supports and facilitates teaching and learning	2009	88%
	2010	85%
	2011	85%
	2012	85%
	2013	88%
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2009	82%
	2010	78%
	2011	81%
	2012	80%
	2013	84%
Leadership at provincial level effectively supports and facilitates teaching and learning	2009	69%
	2010	57%
	2011	62%
	2012	62%
	2013	66%

Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in the K–12 education system
- Parents of self-identified Aboriginal students
- Senior high school students
- Self-identified Aboriginal high school students
- Parents of students with severe special needs
- Teachers
- School board trustees
- Principals

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for school board trustees and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples (with the exception of the school board trustee survey and principal survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree" depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2013. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 30: Confidence Intervals

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	800	+/-3.5%
Parents of K–12 students	800	+/-3.5%
Parents of self-identified Aboriginal students	800	+/-3.5%
High school students	800	+/-3.5%
Self-identified Aboriginal high school students	780	+/-3.5%
Parents of students with severe special needs	800	+/-3.5%
Teacher	800	+/-3.5%
School board trustee*	350	+/-3.1%
Principals*	400	+/-4.2%

*Accuracy for these samples takes into account the sample population.